# AMHERST COLLEGE

## 1982-1983 CATALOG

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# Amherst College

# 1982-1983 Catalog

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# DIRECTIONS FOR CORRESPONDENCE

The post office and telegraph address of the College is Amherst, Massachusetts, 01002. The telephone number for all departments is 542-2000 (Area Code 413).

General information about Amherst College is available upon request from the Public Affairs Office, Box 65, Amherst College, Amherst, Massachusetts 01002.

Specific inquiries on the following subjects should be addressed to the officers named below:

| | |
|---|---|
| Admission of students and catalog requests | Henry F. Bedford, *Dean of Admission* |
| Alumni matters | Kent W. Faerber, *Secretary of the Alumni Council* |
| Business matters | George B. May, *Treasurer* |
| Financial Aid | Joe Paul Case, *Dean of Financial Aid* |
| Student affairs | James J. Bishop, *Dean of Students* |
| Transcripts and records | Gerald M. Mager, *Registrar* |

Catalog preparation by Elizabeth J. Rolander, *Editorial Assistant*

NEA
S&C

Amherst College is accredited by the New England Association of Schools and Colleges which accredits schools and colleges in the six New England states. Membership in the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Amherst College does not discriminate on the basis of race, color, sex, religion, or place of origin, and does not discriminate against qualified handicapped persons, in its policies and programs of admission, treatment of persons, and employment. The College operates in accordance with federal and state laws regarding nondiscrimination. Inquiries should be addressed to the Affirmative Action Officer, 101D Converse Hall, Amherst College.

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# College Calendar

1982

*September 6, Monday.* Freshman Orientation begins.

*September 10, Friday.* First semester classes begin.

*September 11, Saturday.* Thursday classes held.

*September 22, Wednesday.* Last day for first semester course changes.

*October 18-19, Monday-Tuesday.* Mid-semester break.

*November 3, Wednesday.* Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

*November 24-28, Wednesday-Sunday.* Thanksgiving recess.

*December 14, Tuesday.* Last day of first semester classes.

*December 17-21, Friday-Tuesday.* First semester examination period.

*December 22, Wednesday.* Winter recess begins.

1983

*January 10, Monday.* Winter recess ends; beginning of Interterm.

*January 30, Sunday.* Interterm ends.

*January 31, Monday.* Second semester classes begin.

*February 11, Friday.* Last day for second semester course changes.

*March 19-27, Saturday-Sunday.* Spring recess.

*April 1, Friday.* Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

*May 13, Friday.* Last day of second semester classes.

*May 16-20, Monday-Friday.* Second semester examination period.

*May 29, Sunday.* Commencement.

# I

# AMHERST COLLEGE

# Amherst College

FOUNDED in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst has grown steadily and today is an independent liberal arts college for men and women. Its approximately 1,500 students come from most of the fifty states and many foreign countries. Women entered Amherst for the first time as transfer students in 1975 and in 1976 as Freshmen.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their Junior and Senior years; Honors work—the intensive consideration of a limited subject—is encouraged and in recent years has been undertaken by more than half of the graduation class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for some profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 150 members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from several courses of only five students to one lecture course of 285 students; about 80 percent of the classes and sections have twenty-five students or fewer.

Amherst has extensive physical resources: a library of more than 573,500 volumes, science laboratories, theater, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and another of natural sciences, a music building and concert hall, a dance studio, a central dining hall for all students, dormitories, language laboratory, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, a computer center, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably, they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

## FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 38 for further information.) Also freely available to students are the libraries of each institution. The oldest of the five College cooperative ventures is the Hampshire Inter-Library Center (HILC). For 25 years the Center maintained a separate collection of research materials. These materials have been dispersed among the five member libraries. The present and continuing emphasis of the Center is on the sharing and enhancement of the total resources and the services of the Five College libraries.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is published and distributed to the five college community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions and of the community. The Five Colleges also cooperate in sponsoring *The Massachusetts Review*, a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in Afro-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five College senior appointments bring to the area distinguished, international figures, listed on pages 227-231.

Lists and descriptions of Five College programs and courses are printed annually and are available in the Registrar's Office.

## EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see pages 29-30.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

### *The Twelve College Exchange*

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges.

### *The Williams College-Mystic Seaport Program in American Maritime Studies*

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

### *The National Theatre Institute*

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

### *The Associated Kyoto Program*

The Associated Kyoto Program, sponsored by Amherst and ten other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary problems. The program carries credit equivalent to a full academic year's course work. About 30 students are admitted each year, with applicants from member institutions receiving priority. The director of the Associated Kyoto Program for 1982-83 is Professor C. Lon Chen of Whitman College. Further information can be obtained from Professor R. A. Moore or Assistant Dean of Students Janice Schell at Amherst College.

*Göttingen, Tübingen Exchanges*

Amherst maintains a student exchange program with two universities in the Federal Republic of Germany. Each year, upon application to the Department of German, one Amherst student is selected to attend Göttingen University for a full academic year, and one to spend the year at Tübingen University. In return, Amherst accepts one student from each of the two German institutions to study at the College and to serve as Language Assistants in the German Department. Amherst applicants should have the equivalent of fourth-semester proficiency in the German language. Details about the exchange programs may be obtained from the Department of German.

## ARMY AND AIR FORCE RESERVE OFFICER TRAINING CORPS

Amherst College no longer has its own Reserve Officer Training Corps. The Department of Military Science and the Department of Aerospace Studies at the University of Massachusetts offer two- and four-year programs which are open to students in the college community. Amherst College students do not receive degree credit for participation in the courses. Official schedules of courses, issued by the university, should be consulted for course offerings and class meeting times. More detailed information on scholarships and on the program itself are available from the Department of Military Science, Army ROTC Building, University of Massachusetts, Amherst MA 01003, (Tel. 413-545-2321), and from the Department of Aerospace Studies, Dickinson Hall, University of Massachusetts, Amherst, MA 01003 (Tel. 413-545-2437).

# Doshisha University

Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a university of 19,000 students, a separate (but adjacent) Women's College, four senior and three junior high schools and a kindergarten, with a total enrollment of approximately 30,000 on four different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Over thirty Amherst graduates have taught at The Doshisha, and since 1922, except for the years 1941 to 1947, Amherst has maintained a resident instructor at Doshisha University.

Through the generosity of alumni and friends of the College, Amherst House, a New England Georgian style residence, was built on the Doshisha campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. It houses some twenty Doshisha students and serves as a center of cultural exchange between faculty and students from East and West. After the end of World War II, Amherst strengthened its representation with a full-time member of the Faculty, Professor Otis Cary of the Class of 1943, who represents Amherst, teaches in the Faculty of Letters in the University, and serves in a number of other capacities. Since 1958, a graduating Senior has been selected annually as the Amherst-Doshisha Fellow to live in Amherst House and teach English for one year.

In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, which includes quarters for the Representative, well-appointed guest suites, and dining facilities, to enhance the possibilities of exchange across cultural barriers. As the importance of Eastern ideas and Asian cultures gains increasing recognition, Amherst House is able to provide unique facilities and a sympathetic environment for scholars visiting Kyoto—for a thousand years the capital of Japan and still the center of traditional Japanese culture.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of Doshisha's six Faculties (Theology, Letters, Law, Economics, Commerce, Engineering) to spend a year's leave at Amherst.

# The Folger Shakespeare Library

The Folger Shakespeare Library in Washington, D.C., was established by the will of Henry Clay Folger, of the Class of 1879. The library is administered by the Trustees of Amherst College. Mr. Folger's original collection, which remains the nucleus of the Library's holdings, emphasized Shakespeare, Shakespeare's contemporaries, and the history of Shakespeare production. Continuing acquisitions of books and manuscripts have increased the size of the collection many times over and broadened the scope of the Library to include every phase of Tudor and Stuart civilization. At present the Library is second only to the British Museum in its holdings of books printed in England between 1475 and 1640. Its holdings in the period from 1640 to 1715, in materials relating to the Continental Renaissance and in such specialized areas as Renaissance musicology and drama are also extensive.

Facilities include reading room, stacks, offices, and service areas for such activities as ordering, cataloging, binding, and photoduplication. The Library also has a public exhibit hall and a theatre embodying characteristics of an Elizabethan playhouse.

Mr. Folger intended his library to be an active educational center "for the promotion and diffusion of knowledge in regard to the history and writings of Shakespeare." The Library has sought continuously since its creation to enlarge its educational function. Its reading room is open to all qualified scholars. Through its photoduplication department and its travelling exhibits it provides services for scholars and school groups outside of the Washington area. A docent program offers tours and lectures to visiting school groups. Folger seminars are offered annually in cooperation with the consortium universities of the eastern seaboard and are also open to qualified Amherst students. A program of lectures, concerts, and cultural events is held at the Folger theatre and is open to the general public without charge. A repertory group produces four to five dramas each year in the theatre, and a resident chamber ensemble performs early music throughout the year and tours nationally and internationally. A publication program further contributes to the Library's objective of "diffusing knowledge" of Shakespeare, of English culture, and of the Renaissance.

## FOLGER LIBRARY OFFICERS

O.B. Hardison, Jr., ph.d., *Director*
Philip A. Knachel, ph.d., *Associate Director*
Robert A. Glick, ph.d., *Director of Development*
John F. Andrews, ph.d., *Director of Academic Programs*
Nati Krivatsy, ph.d., *Reference Librarian*
Lilly S. Lievsay, b.a., *Head Cataloguer and Curator of Books*
James F. Pinkney, Jr., m.b.a., *Business Manager*
Elizabeth Niemyer, b.a., *Acquisitions Librarian*
John Neville-Andrews, *Artistic Producer, Folger Theatre Group*

# II

# ADMISSION
# TUITION AND FEES
# FINANCIAL AID

# Admission

ADMISSION to Amherst is highly competitive, but there is no rigid formula for gaining admission to the College. In selecting a class, Amherst seeks a diversity of excellence, academic and otherwise. As applicants present their special qualities as students and persons, they are urged to exercise the same independence, self-awareness, and imagination encouraged in students at Amherst. In judging an applicant's qualifications, the Admission Committee pays particular attention to (1) the quality of a student's academic program, (2) academic performance, (3) results of the College Board Scholastic Aptitude and Achievement Tests or the American College Testing Program, (4) the recommendation of the secondary school counselor or principal, (5) evidence of curiosity and resolution, (6) the character of the applicant, and (7) the breadth and depth of the applicant's interests and achievements.

## HOW AND WHEN TO APPLY FOR ADMISSION

Applications should be filed in the senior year between September 1 and January 15. Decisions of the Committee on Admission will be mailed to candidates about mid-April.

Students with exceptional ability and maturity who have outrun the educational opportunities of their communities may apply for admission after three years of secondary school, but must be interviewed personally.

Amherst has an Early Decision Program for students who have selected Amherst as the college of their choice. Details are available with the application form. The deadline is November 1, and decisions will be mailed on or before December 15.

Beginning students must enter in September.

Financial Aid applicants should refer to information under "Tuition and Fees."

The formal application should be accompanied by a check or money order for $30 made payable to The Trustees of Amherst College. This application fee will not be refunded if the student withdraws his or her application or is not admitted.

Correspondence regarding admission to the Freshman class should be addressed to the Dean of Admission, Amherst College, Amherst, Massachusetts 01002.

## DEFERRED ADMISSION

Amherst has found that students who take a year off between secondary school and college often gain an added perspective and maturity which prepare them to take better advantage of the education Amherst has to offer. All who are admitted as Freshmen may, if they so desire, defer their matriculation for one year (or, with special permission, for two). Candidates who did not go on to college directly from secondary school are also encouraged to apply.

## PERSONAL INTERVIEW

Whenever possible, it is highly recommended that candidates, especially those who live within 200 miles of the College, visit the campus for a personal interview with a member of the Admission Staff. The Office of Admission is open on weekdays throughout the year from 8:30 a.m. until noon and from 1:30 p.m. to 4:00 p.m. Between Labor Day and Thanksgiving it is open on Saturday from 8:30 a.m. to noon. Because of the large number of visitors, it is always advisable to write or—better yet—telephone well in advance for a definite appointment. It would be helpful to the Admission Staff if applicants would bring with them to their interviews unofficial copies of their high school or college transcripts. Seniors should visit no later than February 1; juniors no earlier than May 1. Transfers are welcome at any time, but should plan to visit no later than March 1 if they are seeking admission the following fall.

In February, personal interviews will be granted to transfers only. In March, because the Admission Staff will be involved in the selection of new students, no personal interviews will be granted. In April, high school juniors are welcome to attend either of two daily information sessions at 10:30 a.m. and 2:30 p.m. conducted by members of the Admission Staff, but personal interviews for juniors will not be granted until May 1.

Because of the large number of visitors between Labor Day and February 1, we find it necessary to conduct non-evaluative group information sessions on Wednesdays at 11:00 a.m., 2:00 p.m., and 3:00 p.m. and on Saturdays, until Thanksgiving, at 9:00 a.m., 10:00 a.m., and 11:00 a.m. In this way, no one will be denied an opportunity to meet with a member of the Admission Staff during this busy season of the year.

When a trip to Amherst is not feasible, candidates who live outside the 200-mile radius should write to the Dean of Admission before January 15 requesting the name of a local alumnus in or near their home communities whom they may contact to set up an interview. A candidate's opportunity for admission, however, will not be prejudiced if circumstances are such that an interview with an alumnus cannot be arranged.

## RECOMMENDED PREPARATION

The following minimum program of studies is recommended:

| | |
|---|---|
| English | 4 years |
| Mathematics | 3 years (more if your academic interest is in mathematics or the sciences) |

| | |
|---|---|
| Foreign Language | 2 years (3 or 4 years of one taken through the final year of secondary school is recommended) |
| History and Social Science | 1 year (more if your academic interest is in these areas) |
| Laboratory Science | 1 year (more if your academic interest is in the sciences) |

A command of English, which includes perception and understanding in reading and clarity and facility in writing, is essential. Solid grounding in mathematics up to calculus contributes to precision in thought and enables the student to pursue a variety of subjects. Proficiency in a foreign language permits the proper study of other cultures which, in turn, gives added perspective to understanding of our own culture and language. Previous study of history, social science, and a laboratory science provides an introduction to the understanding of the past and to the methodology and findings of inquiry in the present-day world. With this background, entering students will have the foundation needed to pursue most productively the goals of the liberal arts: to gain a full understanding of themselves, other people, and nature, and to live imaginative, responsible, and humane lives.

Occasionally a student who shows proof of exceptional ability and maturity may be admitted at the end of junior year without a high school diploma.

## ADVANCED PLACEMENT

Amherst College grants neither Sophomore standing for entering Freshmen nor credit for advanced placement. The Amherst Faculty believes that intellectual and personal maturation are fostered by four years at the College and rarely allows accelerated graduation or the concept of credit by examination. No Freshman will be required to repeat work done previously, so that placement in advanced courses in such fields as Mathematics, Science, and Foreign Languages will allow the student greater scope in following years. In other areas, such as History and English, most of the courses are open to all students regardless of their class standing and without prerequisite.

The principal difference between Amherst's policy and that of colleges which grant advanced placement credit and award Sophomore standing is that graduation in three years is not an option at Amherst College. New students from other countries who matriculate at Amherst with a sufficient number of high quality results in "A" level examinations, a French Baccalaureate, an International Baccalaureate (abroad as well as in the United States), a German Abitur or the like may occasionally be granted Sophomore standing. Such cases are handled on an individual basis.

## COLLEGE BOARD TESTS

All applicants for admission are required to take *either* the Scholastic Aptitude Test (SAT) and any three Achievement Tests of the College Board, or the American College Testing Program (ACT) no later than December of the Senior year. Inasmuch as the registration deadline for both the College Board and ACT tests is approximately one month prior to the test date, applicants should arrange to take these examinations as soon as possible with the Secretary of the College Board, Box 592, Princeton, New Jersey 08540. Students living in Arizona, Arkansas, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming, Alaska, or Hawaii should register with the Secretary of the College Board, Box 1025, Berkeley, California 94701. For information about ACT tests, write ACT, P.O. Box 168, Iowa City, Iowa 52240.

Applicants in military service whose location makes examinations impossible are exempt from College Board tests.

Applicants coming from areas with other standardized national or regional testing programs should submit their scores in addition to the scholastic aptitude and achievement tests given by the College Board.

## ADMISSION AS A TRANSFER STUDENT

Students who wish to transfer to Amherst College must first earn a minimum of one full year of credit at an accredited college or university as a fully matriculated student. Normally, only liberal arts courses are credited toward an Amherst degree, but even then some limits apply. For example, Amherst allows college credit only for Mathematics courses at or above the level of Calculus. Professional, technical, and vocational courses will not be counted; nor will college-level courses taken during a student's high school years. Finally, Amherst does not grant credit for Advanced Placement, College Level Examination Program, or other such examinations. Students attending Amherst College under Twelve-College Exchange may not apply for transfer.

Regardless of the amount of credit a transfer student has accumulated at other colleges or universities, he or she must spend at least four semesters in residence at Amherst to obtain an A.B. degree from the College. (See Degree Requirements, page 33.)

The number of semesters of credit awarded a transfer student upon matriculation at Amherst and the number of semesters of credit earned while at the College may not exceed eight semesters of work. A ninth semester at Amherst College is not possible.

All applicants must present statements of honorable record from the institution at which they are presently enrolled and file a formal admission to Amherst by transfer.

Candidates should note that, in general, only students with a B average or better will be considered for admission as transfers.

Top priority is given to graduates of community or junior colleges who have achieved distinguished academic records.

Financial aid is available for transfer students.

Correspondence concerning admission of transfers should be addressed to the Dean of Admission.

## PART-TIME STUDY

All regular students at Amherst College pursue their studies on a full-time basis. However, the Faculty recognizes that the College and the community benefit from the presence of a limited number of part-time students at Amherst. Persons not regularly enrolled may take courses, receive grades, and secure transcripts of the record of their work. Applications for admission for part-time study should be made to the Admission Office. No part-time student may be admitted to a course without the consent of either the instructor or the Chairman of the department concerned.

For information on readmission see page 30.

# Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a $30 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of $200 which will be credited in full on the first term bill.

| | |
|---|---|
| Comprehensive Fee (Tuition, Room, Board) | $10,900 |
| Student Activities Fee | 95 |
| Dormitory Governance Fee (not required of off-campus residents) | 10 |
| Student Health Insurance (optional) | 130 |
| | $11,135 |

The first semester bill in the amount of $5,685 is mailed to all parents in July and is due and payable on or before August 20, 1982. The second semester bill totaling $5,450 is mailed in December and is due and payable on or before January 14, 1983. All College scholarships, Insured Tuition Plan payments, and any other cash payments received prior to mailing will appear as credits on the bill.

Student clearance cards will be issued by the Comptroller's Office upon payment of the College bill. These cards must be obtained before course cards may be picked up.

The fee for the support of various activities of the student body for 1982-83 is determined by the Student Allocations Committee. The $95 fee (included in the first semester bill) is turned over to the Student Allocations Committee for disbursement to more than forty student organizations, clubs, special interest groups and activities. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a $10 Dormitory Governance Fee which is used to promote cultural and social activities in the residential units.

The charge of $130 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period September 1, 1982 through August 31, 1983. Details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Continuing and returning students are also required to pay before March 18 a non-refundable Advance Tuition Deposit.

Each new student, or former student re-entering, is charged an $80 guarantee deposit, which is refundable after graduation or withdrawal from college, less any unpaid charges against his or her account. Because the amount of the guarantee deposit has been increased from the previous year, continuing students will be billed for the difference to bring their deposits to the $80 amount.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

### *Payment Plans*

For those who wish the convenience of monthly payments, arrangements have been made for both a pre-payment plan and a loan plan, including insurance for continued payment in case of death or disability of the parent. For further details write to: The Insured Tuition Payment Plan, 53 Beacon Street, Boston, Massachusetts 02108.

### *Tuition Changes*

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past sixteen years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

### *Refund Policy*

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 25.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

#### TUITION

Period of attendance calculated from day of first scheduled classes:

| | |
|---|---|
| Prior to first day—100% | $4,075 |
| 1 day to 2 weeks—80% | 3,260 |
| 2 weeks to 3 weeks—60% | 2,445 |
| 3 weeks to 4 weeks—40% | 1,630 |
| 4 weeks to 5 weeks—20% | 815 |
| 5 weeks or more | no refund |

#### ROOM AND BOARD

Refund shall be made on a formula basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

#### SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

*The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.*

# Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September, 1982, the comprehensive charge for tuition, room, board and fees will be $10,900 and yet the education of each student costs the College almost $19,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas; such awards are currently sponsored by the Arizona, Chicago, Connecticut, Minnesota, New York City, Northern California, Northern Ohio, St. Louis, Southern California, Washington (D.C.) and Wisconsin Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of high merit and financial need. The College also participates in the College Work-Study, the Supplemental Educational Opportunity Grant and the National Direct Student Loan programs of the federal government.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. About one third of the students receive financial aid. Awards range from $100 to $9,200.

## FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need, but student character and academic performance and promise are important factors. Students' financial needs are calculated by subtracting from probable college-year expenses the amount which they and their families may reasonably be expected to supply. College-year expenses include tuition, room, board and fees and allowances for books and personal expenses and for transportation. The family contribution is computed in accordance with the need analysis procedure of the College

Scholarship Service, as amended by Amherst College. The College assumes further that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for family contributions and student contributions from savings and summer employment, the initial $2,600-2,800 of applicants' demonstrated needs will be met with a combination of college-year employment and long-term, moderate-interest loans.Students may expect to receive gift aid to cover the balance of their needs. These loans require no payment of interest or principal before graduation from Amherst or graduate school, or completion of military or Peace Corps—whichever is latest. Thereafter, the loans are repayable on a monthly basis within a ten-year period at a moderate rate of simple interest.

Renewal of scholarship grants is not contingent upon acceptance of the loan portion; many students prefer to earn more money during the summer or at college so that less loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. Recipients of national scholarships and outside foundation awards are often subject to a modification of the loan portion.

## APPLYING FOR FINANCIAL AID

Application for financial aid should be filed by the candidate at the same time as the application for admission, in no case later than the indicated deadlines. A financial aid application requires the submission of two forms: (1) an Amherst College Application for Financial Aid, to be completed by the candidate for admission no later than January 15; and (2) a Financial Aid Form, to be completed by the candidate's parents or guardian no later than February 1. Applicants for financial aid need not take any special examinations other than those required for admission.

Candidates for admission under the Early Decision program who are also candidates for financial aid may obtain an early scholarship decision as well, if they have filed the Early Version Financial Aid form and the Amherst College Application for Financial Aid by November 15.

Upperclassmen who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 20. Renewal forms may be obtained in the Financial Aid Office and should be returned directly there. Upperclassmen will receive notification of their financial aid awards in July.

## WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

> . . . until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule that reflects accurately the earnings expectation of college graduates.

## STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The rate of interest is slightly higher and the repayment period shorter than for scholarship loans, but complete scholarship application procedure is not required. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

## ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, *Costs and Financial Aid at Amherst College,* is available upon request from the Admission Office. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid, Box 66, Station 2, Amherst College, Amherst, Mass. 01002.

# III

## GENERAL REGULATIONS
## DEGREE REQUIREMENTS

# General Regulations

## TERMS AND VACATIONS

The college year 1982-83 includes two regular semesters, the first with thirteen weeks and the second with fourteen weeks of classes. In the fall semester there are a mid-semester break in October and a Thanksgiving recess. After the Christmas recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

## CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements. Failure to do so may in serious instances jeopardize the student's continued association with the College.

### A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

*Preamble*

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

### *Article I* Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their final course schedule each semester. It is the responsibility of students to read and understand this Statement and to inquire as to its implications in each of their specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

### *Article II* Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their final class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

### *Article III* The Judicial Board

Section 1. The Judicial Board shall consider any question relating to intellectual responsibility that may be brought before it and may also act upon its own motion.

Section 2. The Judicial Board shall make provisions for explaining the statement to incoming students and to new members of the Faculty, and for publicizing and interpreting the statement to the student body during the year.

Section 3. From time to time the Judicial Board shall make available to the Faculty information regarding effective specifications of the statement in particular courses.

## B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

### C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of an academic community. Actions which do not reflect such respect for others are damaging to each of us and hence damaging to Amherst College.

Additional information may be obtained from the *Student Handbook*, the Office of the Dean of Students, and the Chairman of the Judicial Committee.

## ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the name of any student who disregards the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absence from the College on the part of any fellow student.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the Millikin Infirmary or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook.*

## RECORDS AND REPORTS

Grades in courses are reported in three categories:
Honor Grades = A+,A,A−,B+,B,B−
Passing Grades = C+,C,C−,D,Pass
Failing Grade = F.

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A− = 12; B+ = 11, B = 10, B− =9; C+ = 8, C = 7, C− = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five-College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five-College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

## PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the thirty-two courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within fourteen days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. Freshmen, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

## EXAMINATIONS

Examinations are held at the end of each semester and at intervals in the year in all courses. At the end of each semester, final grades are reported and the record for the semester is closed. No extension of time is allowed for intraterm examinations and incomplete laboratory work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Dean of Students.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Dean of Students, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Dean of Students.

## VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some students will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Office of Career Counseling and the Dean of Financial Aid.

Students normally go on educational leave during all or part of the Junior year and must enroll at other institutions as visiting non-degree students. (See also Transfer Policy statement on page 31.) In order to receive academic credit for study elsewhere, students must perform satisfactorily in a full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students are expected to be enrolled at Amherst for the full Senior year.

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before April 1. Students who may be away from campus for the spring term should notify their dean and advisor before November 1. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions by the Interim Committee on Academic Standing or Dean of Students' Office, students who withdraw after the seventh week of a semester will have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 19 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

## READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans and pay their advance tuition deposits as early as possible, but before March 20. For students planning to return for the spring semester, the letters and the deposits should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Interim Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting the readmission requests should be sent to the class deans. Students on educational leaves should simply confirm their intention of returning to the campus and pay their advance tuition deposits before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to return to the College for the following semester and to participate in the student residence room-selection and fraternity rushing.

## TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 39 regarding academic credit from other institutions.)

## DELINQUENCIES

At the midpoint and end of each semester, the cases of all students whose work is unsatisfactory are brought before the Committee on Academic Standing for consideration. Those who have clearly shown their unfitness for college work are dismissed from the College. Others whose records are unsatisfactory are placed on academic probation. Students who by failing a course incur a deficiency in the number of courses required for normal progress toward graduation are usually expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 34.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
c. Those who in any semester pass all courses but receive an average of less than 6.
d. Those who have accumulated delinquencies in three or more courses during their college careers.

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*See Degree Requirements

e. Those who have been on probation and have failed to meet the conditions of their probation.

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters and shall be expected to make up deficiencies before readmission. Conditions for readmission shall be set forth clearly and in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant credit for summer school courses completed with a grade below C.

## ROOMS AND BOARD

Dormitory, fraternity and lottery house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook.*

All students living in dormitories and houses are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students wishing to explore the advantages and disadvantages of off-campus living should speak with the assistant dean in charge of housing or their class dean. First year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

# Degree Requirements

## BACHELOR OF ARTS

THE DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude, magna cum laude,* or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or group..

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite.*

### REQUIREMENTS

The Bachelor of Arts degree is awarded to students who:

1. Complete thirty-two full semester courses and four years of residence,* except that a student who has dropped a course without penalty during the Freshman year, or who has failed a course during the Freshman or Sophomore year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed thirty-one full courses.

Transfer students must complete thirty-two full semester courses or their equivalent, at least sixteen of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

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*In exceptional cases, a student with at least six semesters of residence at Amherst and at least twenty-four courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal thirty-two-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least 70 or C in every course completed at another institution for transfer credit to Amherst.

4. It is expected that all students will spend their final academic year at Amherst in order to ensure their final evaluation by the Amherst College Faculty.

## COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the thirty-two-course requirement for graduation.

In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a 3-4 semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 31.)

Students may not add a course to their program after the fourteenth calendar day of the semester, or drop a course after this date except as follows.

Freshmen may petition the Dean of Freshmen to drop one course during their first year without receiving a failing grade. Such a course withdrawal may take place within the first eight weeks of either the first or second semester and requires approval by the instructor in that course, the student's advisor, and the Dean of Freshmen. Other exceptions to this rule shall be made only for medical reasons or reasons of grave personal emergency, and shall be made only by the Class Deans.

Transfer students may petition their Class Dean to drop one course any time within the first eight weeks of their first semester at Amherst without receiving a failing grade. Such a course withdrawal requires approval by the course instructor, the student's advisor, and the Class Dean.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

## THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1977 and modified in 1982, Freshmen are required to take one course in a program called Introduction to Liberal Studies (ILS). Each ILS course is planned and taught by two or more members of the Faculty, representing different disciplines, who collaborate to develop an interdisciplinary topic. The subject matter of the courses varies, reflecting the concerns of the groups of Faculty members who devise them. The courses offered for 1982-83 are described on pages 43-49.

Through the ILS courses, Freshmen are exposed to the diversity of learning that takes place at the College. They get a sample of the nature of the institution and what actually takes place in the College: what people do at Amherst and how they do it. Two or more Faculty members bring differences in training and perspective to the Freshman courses, and these differences alternately supplement and challenge the other members of the group. Each course thus becomes a forum where students are able to observe, compare and experience distinct intellectual styles.

The Liberal Studies Curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the new curriculum, all members of the Faculty serve as academic advisors to students. Every student has a College Advisor through his or her Sophomore year; thereafter, each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that: provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime; analyze one's own polity, economic order, and culture; employ abstract reasoning; work within the scientific method; engage in creative action—doing, making and performing; and interpret, evaluate, and explore the life of the imagination.

## THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of eight courses pursued under the direction of a department or special group. A major may begin in either the Freshman or Sophomore year and is normally declared by the beginning of the Junior year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

### DEPARTMENTAL MAJORS

Students may complete the eight-course requirement within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

### INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Special Programs. Under ordinary circumstances, the proposal will be submitted during the first semester of the Junior year and not under any circumstances later than the eighth week of the second Junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Special Programs, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the Senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for re-evaluation: one not later than the last day of classes of the second semester of the Senior year, and the other during the next college year.

## DEGREE WITH HONORS

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. It may be awarded *cum laude, magna cum laude,* or *summa cum laude,* according to the level of achievement of the candidates. All degrees with Honors are noted on the diploma and in the commencement program.

The award of Honors is made by the Faculty of the College. In making such awards the Faculty will take into account the following factors: (1) Candidates must have a minimum college average of 9 (B−) to be eligible to be considered for the degree *cum laude,* of 11 (B +) for the degree *magna cum laude,* and of 12 (A−) for the degree *summa cum laude.* (2) Candidates must receive the recommendations for the degree *cum laude, magna cum laude,* or *summa cum laude* from the department in which they have done their major work. Each department will define the conditions upon which it will be its practice to make recommendations to the Faculty. (3) Candidates for the degree *summa cum laude* will have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty. Only students of marked distinction in both general work and in the field of Honor studies will be recommended for the *summa cum laude* degree.

In exceptional cases, upon recommendation of the department in which the candidate has done his or her major work, the Committee of Six may recommend to the Faculty that a student be awarded a degree of Honors for which the student does not have the required average.

The minimum average required for a student to be accepted by a department as a candidate for Honors is determined by the department concerned.

Students in the Independent Study Program may become candidates for the degree with Honors. Recommendations for such students will be made by the student's tutor together with those members of the student's committee who have joined in assigning a comprehensive grade in the program.

## INDEPENDENT STUDY

A limited number of students who elect to do so may participate in an Independent Study Program, usually in the Junior or Senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Special Programs, which includes the Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

## FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Special Programs after approval of their written proposal, and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the Senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of $50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

## FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five-College cooperation are described in the *Student Handbook.*

## ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by the Dean of Students; or (3) the work has been approved by the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

## COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other Institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

# IV

# COURSES OF INSTRUCTION

# Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. In general all courses numbered 1 to 9 are introductory language courses. Introductory courses in other areas are numbered 11 to 20, Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are preceded by D or H. All odd-numbered courses are offered in the first semester, unless followed by the designation s, and all even-numbered courses are offered in the second semester unless followed by the designation f.

### SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Dean of Students.

## FRESHMAN COURSES: INTRODUCTION TO LIBERAL STUDIES

During 1982-83, twenty-six Faculty members in groups of two to five will teach eleven Introduction to Liberal Studies courses. Every Freshman must take one of these courses during the first semester. They are open only to Amherst College Freshmen.

**1. Evolution and Intellectual Revolution.** The course centers upon the Darwinian theory of evolution and upon Darwin's great book, *The Origin of Species.* In order to see the revolutionary importance of Darwinism, we will study Darwin's career, the scientific and non-scientific background of the theory, and the impact and influence of his book. We will examine the debate over Darwinism within the scientific community to show its immediate and long-range influence upon the sciences. We will trace the intellectual and spiritual reorientation that the theory produced in the controversy over its religious and philosophical implications, in the new attitudes appearing in literature and the arts, and in new forms of political and social theory such as social Darwinism. These subjects will allow us to address such general topics as the nature, the limits, and the tests of scientific theories, and the relationship between science and the society in which it exists.

The course will meet chiefly in seminars, with occasional lectures, films, and laboratory work. Two class meetings per week.

First semester. Professors Babb, Fink, Pemberton, Springer and Williamson.

**2f. Romanticism and the Enlightenment.** Between 1750 and 1850 occurred one of the great revolutions of Western civilization. The civilization of the Enlightenment or "Age of Reason" gave way to that of Romanticism or "the Age of Emotion," but the revolution was never a complete one and we today are in large part the heirs of *both* the Enlightenment and Romanticism. In our politics and economics, and to some degree in our science as well, we remain very largely committed to the ideals of the Enlightenment, but in our literature, art, music and religion we tend still to accept Romantic modes of expression. In order to understand the great transition from one age to another, and to understand ourselves as well, we shall look at work by Franklin, Paine, Johnson, Mozart, David, Wordsworth, Shelley, Keats, Goethe, Schiller, Bronte, Friedrich, Schubert and others important intrinsically and as examples of their age.

First semester. Professors Guttmann and Halsted.

**3. Time and Space.** We think we know what space and time are, but the more we think about them the more puzzled we become. Time, we say, "passes" quickly or slowly. Our possessions "take up" too much space. What do we mean by these statements and their like? If time passes, how rapidly: one second per second? Is space a thing? Are space and time the same for all of us? Are ideas of space and time innate? Or do we learn about them from experience? Is nature our teacher or does our culture teach us what we think we know about space and time?

This course will examine various ideas and theories about space and time. These will include psychoanalytic theories, theories of modern physics, and "non-scientific" ideas of space and time as found in our own common sense, the common sense of other cultures and historical epochs, and in conceptions that seem to defy common sense altogether. Readings will include ethnographic accounts of other cultures, and translations of texts from philosophical traditions other than our own. The course format will include lectures and discussions, and both instructors will be present at all class meetings. Two class meetings per week.

First semester. Professors Greenstein and Meister.

**4f. Gothic.** This interdisciplinary course will be an examination through architecture, sculpture, painting and literature of the values that comprise the gothic world, past and present. We will start with the notion of "gothic" as we find it in our own twentieth century experience, return to the middle ages to seek out the original character of "gothic" and then come full circle in order to reconsider certain issues we might, formerly, have taken for granted. We will study selected artistic treasures of France and Flanders dating from the twelfth to the sixteenth century, including: the epic poem known as *The Song of Roland,* the abbey churches of St. Foi at Conques and La Madeleine at Vezelay, the legend of Tristan and Isolde, the cathedrals of Chartres, Amiens and Reims, *The Testament* of Francois Villon, paintings by Jan van Eyck and Pieter Bruegel the Elder and *Gargantua and Pantagruel* by Rabelais. Gothic is meant to take the shape of a pilgrimage in space and time. Our aim is some sense of the multiple facets of an idea as revealed in objects of human expression and pleasure. There will be discussions, lectures, and written exercises. Two class meetings per week.

First semester. Professors Giordanetti and Upton.

**5. In Search of a Land Ethic.** This course will explore the relationship between Americans and their environment. We will begin by examining the historical traditions, cultural norms, and economic policies which have molded the relationship between Americans and their environment. We will then proceed to a consideration of the prospects for an ecologically responsible future. In this context, we will pay special attention to the complex interplay of ecological processes which operate in the natural world, and to the equally complex interplay of social, psychological and economic processes which relate American concepts of the nature of land and property to Americans' treatment of the natural world around them. Our goal is to construct one or more ecological ethics which define a healthy interaction between human beings and their environment, and to then consider how these ecological ethics may, or may not, conflict with other American values such as private property, the equitable distribution of wealth, and individual freedom. Throughout the course we will probe the utility of the environmental and social sciences for the definition and achievement of an ecological ethic.

The course will meet three times per week. Class meetings will include formal presentations, from both staff and students, discussion meetings with the entire group, and smaller seminar discussions with the group divided into sections. There will also be occasional field trips. Each student will have the opportunity to work in still smaller groups on a semester-long project.

First semester. Professors Belt and Czap.

6f. **Race and Sex.** The categories of race and sex have served a variety of functions. People have been assigned positions in moral, political and social hierarchies on the basis of their race and/or sex. What kind of categories are these, and why have they been thought to be relevant to the determination of one's position in society? This course will examine from a number of perspectives (historical, philosophical, anthropological, sociobiological, political, and literary) how it is that race and sex have emerged as such important categories in our collective life, and why the categories have such a persistent hold on our imagination, how they are perpetuated, and what role they play in maintaining patterns of social organization and certain distributions of power.

We will begin by discussing the meaning of racial and sexual images. What arguments support the assumption that there are inherent differences between racial groups, and men and women, and that these distinctions matter in all other spheres of life? How have these arguments been used to justify colonialism, slavery, inequality of work, political and economic power, educational opportunities? What are the consequences of such collective beliefs and such a pattern of history for the self-images formed by both the dominated and the dominator?

We will end by considering how the two categories interact. What problems of conflicting loyalty do third-world women face, for example? Have liberation movements generated alternative definitions of these categories? What is the current prospect for an end to racism and sexism, and would this require the obliteration of all sexual and racial differences? Films and guest speakers will supplement the course.

This course will meet twice weekly, and will consist of lectures and section meetings. On most occasions groups will meet together with two instructors present, but there will also be small seminar meetings.

First semester. Professors Childs, Olver and Townsend.

7. **Mind.** What is mind? We all have one, but what is it that we have? A soul, a central processor, or just a bunch of protoplasm? Could we have more than one, or less than one? Or are such questions misguided? Should we seek to understand minds through investigating other things, such as brain activity or digital computers? Is a science of mind possible, or will there always be some aspects of mind that resist scientific investigation and can only be understood in non-scientific ways? Our goal is to make explicit the issues involved in these questions, and to reflect on what it is to come to grips with these issues, as a model for the educational process. What does it mean to disagree, to understand, to change one's mind? What do potential answers to questions about mind imply about our

responsibility towards others? We will approach these questions through readings, discussion, demonstrations, and writing.

First semester. Professors Dempesy and Hazelett.

**8f. Food.** A generation ago between 100 million and 200 million of the world's population suffered from severe malnutrition. Today the number is estimated at more than 500 million persons. We live in the agriculturally richest and technologically most advanced nation on earth. What, if anything, can and should we do about the problem of world hunger?

This course begins with two premises. The first is that food is not a thing; rather, it is a complex biological, economic and cultural process by means of which human beings produce, distribute and consume calories, vitamins, and minerals necessary for their survival. The second is that the current world food situation is the product of human history. Both premises will be tested as we examine a range of solutions to the problem of world hunger.

We will begin by learning a number of basic biological and economic facts about food requirements and food production. Next we will study contrasting models which seek to explain the nature of "Third World" societies' economic, political and social development. An examination of American agriculture and American food policy will be followed by an analysis of various proposed solutions to the world food situation, including discussion of the "Green Revolution." The course concludes with the debate over the political, economic and moral issues involved in these solutions.

First semester. Professors Bezucha and Gewertz.

**9. Words and Music.** This course is an interdisciplinary exploration of the complex relationships between language and music. It is designed for both experienced musicians and those with little or no musical background.

Beginning with folksong and liturgical chant, we will examine how the sound and meaning of words interrelate with their musical settings. Proceeding to more complex forms such as cantata, art song, oratorio, and opera, and including examples of contemporary popular song, we will seek answers to those questions: What are the effects on thought and feeling of the "musical" elements of language? What happens when words are set to music? What relationships exist between words and such musical factors as melody, harmony, rhythm, texture, and form? How does a poet or critic describe his response to a given work of music?

The works to which we bring these questions will vary greatly, from Gregorian chant to compositions by Bach, Handel, Mozart, Schubert, and Schumann, current pop hits, and a complete opera. Members of the course will attend several live performances, including an opera production in New York City.

The course will convene for two eighty-minute sessions each week. Two instructors from different disciplines will be present at most meetings. Writing assignments will be frequent.

First semester. Professors Grayson and White.

**10f. Mirrors and Windows: Perception and Misconception in the Anglo-Indian Experience.** How have Asians and non-Asians seen each other? Personal perceptions of the world as preserved in art, music, and literature are mirrors as well as windows, for they often reveal our own values just as clearly as they reveal what we see. In this course we shall explore this proposition through an introduction to the experiences of English colonizers and their colonial subjects in India.

Our "texts" will include well-known works of art (painting, architecture, music, literature and film)—both Eastern and Western—which we will examine against a background of specific intellectual and political concerns in India, England and the United States from ca. 1650 to the present. We may also consider comparative material drawn from other regions of Asia. We will trace the mutual impact of this critical East-West exchange in the Indian adaptation of European themes on the one hand, and in the Western transformation of Indian ideas on the other, from seventeenth century Indian painting to the American counterculture of the 1960s.

We will also explore the development and meaning of such concepts as "orientalism" and the "mysterious East," consider the significance of the Western fascination with Indian religions, and assess Indian characterizations of Europeans in a variety of media. Our primer to which we shall return throughout the course is E.M. Forster's classic novel, *A Passage to India.*

Our aim in this close study of a colonial experience is to gain some sense of the Western cultural values which continue to shape our perceptions of the non-Western world and a glimpse, perhaps, of the overarching human values that finally unite us.

Class discussions and lectures, with frequent short papers and listening and film-viewing assignments.

First semester. Professors Reck and Schastok.

**11. Reading Utopia.** We propose to investigate two linked tendencies in European society in expressing a "culture of the book": first, its habit of articulating central values, not only in scripture but also in monumental secular documents; and, second, the frequency with which those classics have proposed hypothetical societies, utopias, and their nightmarish reverses. Starting with Homer's *Odyssey* (eighth century B.C.), we shall trace the imaginative pursuit and rejection of "ideal" societies as a means of prescribing the proper relationship of individual and group, men and women, family and society, men and gods. The crucial Athenian debate (fourth and fifth century B.C.) will be represented by Plato's *Republic,* selections from Aristotle's *Poetics* and *Politics*, and Aristophanes' *Clouds* and *Ecclesiazusae*. Focusing then on nineteenth-century social theory and its impact on Russia, we shall read essays by Fourier, Saint-Simon, and Chernyshevsky and Dostoevsky's *Brothers Karamazov*, Zamyatin's *We*, and Mayakovsky's *Bedbug*. How is the culture's self-conception shaped by the intellectual forms it uses? How are those forms (here: epic, dialogue, philosophical discourse, drama, essay, novel of ideas, science fiction) shaped by the tradition of social thinking in which they participate?

First semester. Professors Griffiths and Slobin.

# AMERICAN STUDIES

Professors Aitken*, Dizard, Greene, Guttmann, Hawkins* and Levin; Associate Professors Gross*, O'Connell (Chairman) and Wills; Assistant Professor Wexler; Visiting Assistant Professor Brooke.

A student who chooses to concentrate in American Studies makes a commitment to study American culture and society from as many perspectives as possible. Institutions, ideas, artifacts, literature, politics, ethnic and racial groups, everyday life and the relationship among these will be among the subjects of study, The student should finish a course of study with an awareness of a personal and historical connection to those peoples and forces which constitute American culture and society. No single discipline can comprehend the subject. Work in European, American and Afro-American history, in social theory and sociology, philosophy and religion, political institutions and theory, economics, in literature, music, art, and architecture are possible approaches to the subject. Each student, on the basis of personal and intellectual interests, will define a coherent program of study drawing on at least some of these disciplines.

*Major Program.* The Department of American Studies assists the student through the following requirements and advising program:

*Requirements:* A student concentrating in American Studies will take both terms of American Studies 11 and 12—the introductory course—usually by the end of the Sophomore year; American Studies 68, the Junior seminar; and in the Senior year, American Studies 77 and 78 as a part of the work in writing an interdisciplinary essay on an aspect of American experience. With the approval of the Department, American Studies 78 may become a double course.

The student will also take six courses about American culture and society selected from various disciplines. The course program should normally emphasize the study of history and literature (two courses in each field). The two remaining courses should be selected from another discipline or from two related disciplines. One might, for instance, take two courses in economics or one each in American music and art, or one each in political and social theory. Each student may, however, with the approval of the Department, work out any combination of six courses about America which constitutes a coherent course of study.

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*On leave 1981-82.

Each student will submit an interdisciplinary essay to the Department near the end of the second semester of the Senior year and meet with the advisor and two readers to discuss it. The quality of the essay will be an important factor in degree recommendations.

*Advising:* Because each student develops an individual program of study in American Studies, it will be necessary to consult regularly with a departmental advisor. The purpose of this advising relationship is the creation of a context where a greater consciousness and definition of the student's educational interests and goals may be achieved.

*Honors Program.* All students majoring in American Studies must complete the requirements outlined above. Honors recommendations will be made on the basis of the quality of the Senior essay in light of the student's entire academic record.

*Evaluation.* There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that a student's fulfillment of the American Studies course requirements, combined with a cumulative student-advisor relationship culminating in a Senior essay, provides for a range of performance in the field of American Studies sufficiently sustained to enable the Department to evaluate each student's achievement in the field.

**11. American Studies.** The American West and the Clash of Three Cultures. The natural environment of the Great Plains, the Rocky Mountains, and the Pacific Coast has raised both severe challenges and almost mythical opportunities for all those peoples who have encountered it. This course will look at the responses which Indian, Hispanic-Mexican, and Anglo-American cultures developed over time both to this environment and to the presence of the other two cultures. It will move in time from prehistory to the present. It will draw upon historical and anthropological materials as well as novels, films, photographs and paintings of the Old West.

First semester. The Department. Because the course topic changes annually, students may elect American Studies 11 twice for credit.

**12. American Studies.** Inequality and the Democratic Promise. This course asks the basic question: is the persistence of inequalities a continuing source of challenge to the stability and legitimacy of liberal, democratic, capitalist society? We shall examine several sources of inequality (e.g., class, race and sex), see how the several kinds of inequality have persisted or changed over time, and explore the ways in which inequalities have shaped our social, cultural and political lives. Emphasis will be given both to the ways people have organized to redress inequalities (e.g., feminism, civil rights, trade unionism and politics) and to political and ideological efforts to defend inequalities as a legitimate and necessary part of the American way of life.

Second semester. The Department. Because the course topic changes annually, students may elect American Studies 12 twice for credit.

**Culture and Community: The World of Emerson, Dickinson, and Thoreau.** See History 55s.

Second semester. Omitted 1982-83. Professor Gross.

**Twentieth-Century America.** See History 56.

Second semester. Omitted 1982-83. Professor Hawkins.

**Seminar in Southern History.** See History 57.

First semester. Professor Wills.

**The Progressive Generation.** See History 58.

Second semester. Professor Greene.

**Nineteenth-Century America: The Emergence of a Modern Society.** See History 59.

First semester. Professor Brooke.

**Nineteenth-Century America: The Response to Industrialism.** See History 60.

Second semester. Professor Brooke.

**American Diplomatic History I.** See History 61s.

Second semester. Professor Levin.

**American Diplomatic History II.** See History 62f.

First semester. Omitted 1982-83. Professor Levin.

**American Diplomatic History III.** See History 64.

Second semester. Omitted 1982-83. Professor Levin.

**American Intellectual History: Tocqueville's "Democracy in America" Today.** See History 63.

Open to Juniors and Seniors with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

**Community and Individualism in Early America.** See History 65.

First semester. Professor Greene.

**Seminar in American Educational History.** See History 66f.
First semester. Omitted 1982-83. Professor Hawkins.

**Seminar in Recent American History.** See History 67.
First semester. Omitted 1982-83. Professor Hawkins.

**Seminar in American Intellectual History: The Bill of Rights.** See History 68f.
Open to Freshmen and Sophomores with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

**American Men's Lives.** See English 25s.
Limited to twenty students. Second semester. Professor Townsend.

**Twentieth-Century American Poetry.** See English 53s.
Not open to Freshmen except with consent of the instructor. English 11 recommended. Second semester. Professor Pritchard.

**Modern Satiric Fiction.** See English 61.
Not open to Freshmen. English 11 recommended. First semester. Professor Pritchard.

**Jewish Writers in America.** See English 66.
Not open to Freshmen. Limited to twenty students. Second semester. Professor Guttmann.

**The Emergence of an American Literature.** See English 67.
Not open to Freshmen except with consent of the instructor. First semester. Professor O'Connell.

**American Literature After the Civil War.** See English 68.
Not open to Freshmen except with consent of the instructor. Second semester. Professor Townsend.

**Readings in American Literature.** See English 70.
Requisite: a prior course in American literature. Open to Juniors and Seniors. Limited to twenty students. Second semester. Professor Wexler.

**Women and Photography.** See English 72.
Not open to Freshmen. Enrollment limited. Second semester. Professor Wexler.

**Photography and Literature.** See English 74.
Open to Juniors and Seniors and Sophomores with consent of the instructor. Second semester. Omitted 1982-83. Professor Wexler.

**Contemporary Cultural Studies.** See English 80.
Not open to Freshmen. Limited to twenty-five students. Second semester. Professor DeMott.

**American Social Structure.** See Sociology 12.
Second semester. Professor Himmelstein.

**The Family.** See Sociology 17s.
Second semester. Professor Dizard.

**Sport and Society.** See Sociology 22.
Second semester. Professor Guttmann.

**Contemporary Conservatism in America: The Rise and Future Prospects of the New Right.** See Sociology 27.
First semester. Professor Himmelstein.

**Social Change.** See Sociology 30f.
Open to Juniors and Seniors with consent of the instructor. First semester. Professor Dizard.

**Introduction to African-American Music.** See Black Studies 22.
Second semester. Professor Wiggins.

**Introduction to African-American Poetry.** See Black Studies 34.
Second semester. Omitted 1982-83. Professor Rushing.

**Images of Black Women.** See Black Studies 40.
Second semester. Omitted 1982-83. Professor Rushing.

**The African Roots of Blacks in the Diaspora.** See Black Studies 64.
Second semester. Omitted 1982-83. Professor Campbell.

**American Drama.** See Dramatic Arts 28f.
First semester. Omitted 1982-83.

**The American Economy.** See Economics 24f.
Requisite: Economics 11. First semester. Professor Janis.

**The Regulated American Economy.** See Economics 25s.
Requisite: Economics 14 or 24. Second semester. Professor Janis.

**American Economic History.** See Economics 28.
Requisite: Economics 11. Second semester. Omitted 1982-83. Professor Aitken.

**Problems in Economic History.** See Economics 32.
Requisite: Economics 27 or 28 and consent of the instructor. Limited to fifteen students. Second semester. Omitted 1982-83. Professor Aitken.

**Musical Culture in the United States.** See Music 27.
First semester. Professor Reck.

**American Government.** See Political Science 21.
First semester. Professor Sarat.

**Law, Politics and Society.** See Political Science 22.
Second semester. Professor Sarat.

**Political Obligations.** See Political Science 23.
First semester. Omitted 1982-83. Professor Arkes.

**Politics and Parties.** See Political Science 31.
First semester. Professor Petracca.

**Urban Politics and Policy.** See Political Science 32f.
First semester. Professor Foglesong.

**The American Constitution.** See Political Science 41s.
Second semester. Omitted 1982-83. Professor Arkes.

**Bureaucracy and the Political Order.** See Political Science 43s.
Second semester. Omitted 1982-83. Professor Arkes.

**Understanding Public Policy.** See Political Science 44.
Not open to Freshman. Second semester. Professor Foglesong.

**American Political Thought.** See Political Science 48.
Second semester. Omitted 1982-83. Professor Kateb.

**The Courts, the Constitution and the Limits of Law.** See Political Science 50.
Admission with consent of the instructor. Second semester. Professor Sarat.

**Seminar in Constitutional Law.** See Political Science 51.
Requisite: Political Science 41s or 22 and Political Science 23 or 28 or 49. Class size limited. Admission with consent of the instructor. First semester. Omitted 1982-83. Professor Arkes.

**Capitalism and the Democratic State.** See Political Science 58.
Admission with consent of the instructor. Limited to twenty-five students. Second semester. Professor Foglesong.

**American Religious History I.** See Religion 33s.
Second semester. Omitted 1982-83. Professor Wills.

**American Religious History II.** See Religion 34.
Second semester. Professor Wills.

**Christian Ethics.** See Religion 49.
First semester. Professor Wills.

**68. Seminar in American Civilization: Criticizing the Present.** A seminar for majors in American Studies and others interested in American culture. Various forms of theoretical inquiry structure the course: we will read in political theory, Marxist theory, communications theory, and semiology in an effort to grasp the consequences of defining and attending events in one way instead of another. The mass media, the history and shape of work, and ourselves as historical actors and subjects will be the objects of our questions and theorizing. Among others we read William Connolly, Raymond Williams, Studs Terkel, Marx and Engels, Harry Braverman, Charles Lindblom, and Roland Barthes. Two two-hour seminars weekly.
Required for American Studies majors. Open to Juniors and Seniors. Limited to thirty students. Second semester. Professor O'Connell.

**77. Senior Tutorial Course.** The preparation of a Senior essay that develops a form of interdisciplinary inquiry in American civilization which has been approved by the Department.
Required of all Senior majors. First semester.

**78. Senior Tutorial Course.** The preparation of a Senior essay that develops a form of interdisciplinary inquiry in American civilization which has been approved by the Department.
Required of all Senior majors. Second semester.

**97. Special Topics.** Independent Reading Course.
First semester.

**98. Special Topics.** Independent Reading Course.
Second semester.

# ANTHROPOLOGY AND SOCIOLOGY

Professors Babb, Bateson, Dizard (Chairman) and Pitkin†; Associate Professor Childs; Assistant Professors Gewertz, Himmelstein and Meister.

The Anthropology and Sociology program is designed to complement the work of the other disciplines in the social sciences by bringing to bear the specific resources of each upon the understanding of man and woman in society and culture. Emphasis is placed upon traditional as well as upon modern societies and upon people in the past as well as in the present.

*Major Program:* Students majoring in the department will be able to emphasize either an Anthropology or Sociology curriculum. In the first instance students will normally take (although not necessarily in this order) Sociology 11 or 12, or Sociology 25, Anthropology 11, 12 and Anthropology 23, and four additional courses approved by the Department. Candidates for degrees with Honors will include Anthropology 77, 78.

Those who pursue a Sociology curriculum will normally take Anthropology 11 or 12, or Anthropology 23, Sociology 11, 12 and Sociology 25, and four additional courses approved by the Department. Candidates for degrees with Honors will include, as Seniors, Sociology 77, 78.

The departmental comprehensive examination will consist of an oral or written critique of a specific book of current interest in anthropology and sociology. Each year's book will be designated at the beginning of the fall semester.

Interdepartmental majors in combination with a number of other fields may be arranged for Honors candidates.

## Anthropology

**11. The Evolution of Culture.** An analysis of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the materials of primatology, paleontology, archeology and the prehistoric record.

First semester. Professor Gewertz.

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†On leave first semester 1982-83.

**12. Social Anthropology.** An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Babb.

**21s. Indian Civilization: Traditional India.** A general survey of South Asian civilization. The course will deal with the origins of Indian society, the development of the Hindu tradition, the major heterodoxies, and the coming of Islam to the subcontinent. The course will also examine village life, the traditional family, and the principles of caste. Special attention will be given to folk religion.

Second semester. Professor Babb.

**23s. History of Anthropological Thought.** An examination of the development of the anthropological tradition from the late nineteenth century to the present. Readings will be drawn from the works of key figures in the development of American, British and French anthropology.

Not open to Freshmen. Second semester. Professor Gewertz.

**26f. Peasant Society and Culture.** This course has as its concern the concept of peasant as cultural domain and social class. Peasant life will be examined as a source of both conservatism and change. Special emphasis for this year will be on Southern Italy.

Admission with consent of the instructor. Limited to twenty-five students. First semester. Omitted 1982-83. Professor Pitkin.

**30. Anthropological Approaches to Culture, Class, and Race in the United States.** An examination of key anthropological works which address the entwined and often contradictory concepts of class, culture, and race in the United States. Readings from Drake and Cayton's *Black Metropolis,* Margaret Mead's *Culture and Commitment,* and Herbert Gans' *Urban Villagers,* among others.

Not open to Freshmen. Second semester. Professor Childs.

**31. Anthropological Approaches to the Study of Religion.** An examination of anthropological theory and method relating to the analysis of systems of religious belief and practice.

Not open to Freshmen. First semester. Omitted 1982-83. Professor Babb.

**32. Political Anthropology.** The focus of this course will be on the kinds of understandings that anthropology can bring to political processes. Attention will be given to the political domains of nonindustrial societies, tribal and peasant, and to complex societies as well.

Not open to Freshmen. Second semester. Professor Pitkin.

**33. Departmental Colloquium in the Nature of Deviancy.** Designed to illuminate our understanding of particular kinds of alleged deviant behavior, such as that of homosexuals, criminals, the insane, in the light of social science theory. Students may earn credit for Sociology 33 or Anthropology 33, but not for both.

First semester. Omitted 1982-83. Professor Pitkin.

**34. Economic Anthropology.** An examination of the economic systems of non-industrial societies. Emphasis will be placed upon determining the variables significant for studying and distinguishing between different economies. Economic activities will be placed within their environmental and social contexts in order to discover how changes in economic systems come about.

Not open to Freshmen. Second semester. Omitted 1982-83. Professor Gewertz.

**35s. Male-Female Relationships: A Cross-Cultural Perspective.** This course provides an analysis of male-female relationships from a cross-cultural perspective, focusing upon the ways in which cultural factors modify and exaggerate the biological differences between men and women. Consideration will be given to the positions of men and women in the evolution of society, and in different contemporary social, political, and economic systems, including those of the industrialized nations.

Second semester. Professor Gewertz.

**36. Culture and Personality.** An examination of theoretical and methodological issues concerning the relationship between models of mental structure, consciousness and social structure. Primary emphasis will be on the theories of Freud and Marx. One two-hour seminar per week.

Admission with consent of the instructor. Second semester. Professor Pitkin.

**38. Egalitarian Societies.** Through an examination of the political, economic and symbolic processes which constitute egalitarian societies, this course will focus upon the problem of maintaining social equality. Topics will include the significance of dominance hierarchies in primate groups, the inequality of women cross-culturally, the emergence of leaders in ostensibly equal societies and "keeping up with the Joneses" as a dominant mode of egalitarian interaction. Readings will be primarily ethnographic, ranging from descriptions and analyses of the bands and tribes of Africa, South America and Melanesia to the utopian communities in America during the eighteenth, nineteenth and twentieth centuries.

Not open to Freshmen. Second semester. Omitted 1982-83. Professor Gewertz.

**77, 78. Honors Course.**
First and second semesters. The Department.

**97, H97. Special Topics.** Independent Reading Courses. Full or half course.
First semester. The Department.

**98, H98. Special Topics.** Independent Reading Courses. Full or half course.
Second semester. The Department.

**Introduction to Asian Civilization.** See Asian Studies 11.
First semester. Professors Babb, Dennerline and Moore.

**Sociobiology.** See Biology 14.
Second semester. Professor Zimmerman.

**The Concept of the Ghetto.** See Black Studies 44.
Second semester. Professor Childs.

**Religion and Art in Africa.** See Religion 25s.
Second semester. Professor Pemberton.

## Sociology

**11. Introduction to Sociology.** Sociology is, in large part, an attempt to elucidate systematically the underlying structures and dynamics of modernity. From our sociological forebears, Tocqueville, Marx, Durkheim, Weber, and others, we have inherited an enduring interest in the forms and processes of modern life and in the contradictions which we individually and collectively are compelled to live out. Thus, some of the major concerns of sociology include the rise of capitalism and its contemporary manifestations, the development of social classes and class consciousness, industrialization and technological rationality, bureaucratic forms of social organization, mass democracy and mass culture, individualism and the nature of the self, and social change and revolution. The course will focus on a number of these issues, using as resources both "classical" sociological theory and contemporary studies. At the same time, the nature of social theory and the problems of empirical research will be taken as issues rather than assumed as givens. Sociology itself will be approached as one aspect of modernity.
First semester. Professor Dizard.

**12. American Social Structure.** The social structure in which we live shapes our life chances, actions, and ideas. With this in mind, we shall attempt to identify the central features and master trends of American society and culture, paying special attention to the following issues: (1) the overall "nature" of American society (i.e., is it best characterized as capitalist, bureaucratic, or post-industrial?); (2) the structure of power in both the economy and the state; (3) the major bases of inequality—class, race, and gender; and (4) the fundamental themes of American culture. In regard to the last of these, we shall be concerned with the nature of our contemporary values and self-conceptions and how these might be changing in either "conservative" or "radical" directions.

Second semester. Professor Himmelstein.

**17s. The Family.** The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

Second semester. Professor Dizard

**22. Sport and Society.** A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contests, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings a week.

Second semester. Professor Guttmann.

**25. Foundations of Sociological Theory.** Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the theoretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What are the distinguishing features of modern Western society *in particular*? What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness."

First semester. Professor Himmelstein.

**26. Modern Sociological Theory.** The purpose of this course is to study some of the major traditions of theory influencing twentieth-century sociology, and to consider the role of theory in the development of the discipline. We will examine the conceptual frameworks of human ecology, functional and conflict theories, action theory, symbolic interactionism, exchange theory, ethnomethodology, critical theory, and structuralism. We will attempt to assess these theories critically in terms of their contributions to the explanation and understanding of modern social realities, and we will also discuss their relations to political ideologies.

Not open to Freshmen. Second semester. Omitted 1982-83.

**27. Contemporary Conservatism in America: The Rise and Future Prospects of the New Right.** American politics and ideology seem to have moved to the "right" in recent years. Informed by relevant sociological perspectives, we shall analyze this resurgent American conservatism as both a socio-political movement and a body of ideas. By identifying its various components and placing them in historical context, we shall attempt to make sense of Ronald Reagan's victory and the growth of the New Right. We shall first examine the emergence of right-wing movements and conservative thought in Europe as reactions to the French and Industrial Revolutions. We shall then look at the history of right-wing movements and the fate of conservative thought in the United States with particular attention to the post-World War II period. Finally, we shall turn our attention to the contemporary conservative drift. We shall make extensive use of newspapers, journals, and other contemporary materials in an effort to keep track of the changing fortunes of the Right.

First semester. Professor Himmelstein.

**30f. Social Change.** Much change, to paraphrase Marx, goes on behind people's backs. The purpose of this seminar is to explore several theoretic frameworks, classical and contemporary, that help us see what is going on "behind our backs." The early meetings of the seminar will be devoted to developing an understanding of the most prominent theories, principally those of Marx and Parsons and their respective followers, in order that we might then proceed to our own analyses of selected instances of change or aborted change. The range of topics we will explore will include revolution, reform, modernization, social movements, and social decay. Readings will include monographic studies as well as theoretical texts. Students will be expected to prepare seminar presentations as their work progresses through the semester. One two-hour seminar per week.

Open to Juniors and Seniors with consent of the instructor. First semester. Professor Dizard.

**32. Marx and the Marxists.** The ideas of Karl Marx and Friedrich Engels continue to be important intellectually and politically. In this course, we shall take a close look at the work of Marx, Engels, and some of their intellectual descendants. Building on a knowledge of basic Marxian ideas equivalent to that provided by Sociology 25, we shall (1) read some substantive work of Marx and Engels (e.g., *Capital, The 18th Brumaire*) in greater depth; (2) acquaint ourselves with some major Marxist figures of the first half of the twentieth century (e.g., Lenin, Trotsky, Gramsci, Lukacs, the Frankfurt School); (3) survey contemporary Marxist work on political economy, dependency and underdevelopment, the state, culture, and gender roles.

Requisite: Sociology 25 or consent of the instructor. Second semester. Professor Himmelstein.

**33. Departmental Colloquium in the Nature Of Deviancy.** Designed to illuminate our understanding of particular kinds of alleged deviant behavior, such as that of homosexuals, criminals, the insane, in light of social science theory. Students may earn credit for Sociology 33 or Anthropology 33, but not for both.

First semester. Omitted 1982-83. Professor Pitkin.

**34. Character and Social Structure.** This course will examine the relationship between presumed polarities: individual and society, self and other, inner and outer, private and public. We shall begin with the perspective that the "self" is a social creation, defined for us rather than by us, and we will then explore the implications of this approach to social psychology. Specific topics vary from year to year. They have included family and social class as boundaries of character; youth revolt in the 1960s; and authority. The topic for 1982-83 will be childhood and sex roles, including an historical and critical analysis of child rearing literature.

Open to Juniors and Seniors with consent of the instructor. Second semester. Professor Meister.

**45s. Issues in the Sociology of Mental Illness.** "What is madness? What is sanity?" are the kind of questions that seem to elicit divergent and contradictory answers, from Kurt Vonnegut's "bad chemicals" to Thomas Szasz's "Problems in living." This course will take the questions themselves as the fundamental problem and will compare two very different ways of interpreting them: the medical-psychiatric model and the sociological-deviance model. The experience of being mad will be conveyed by reading first-person accounts, raising the question of meaning in madness. Other issues to be considered include labelling theory, stigmatization, the sick role, treatment, and institutionalization.

Open to Juniors and Seniors. Second semester. Professor Meister.

**47. Freud and Social Theory.** While the importance of Freud and of psychoanalytic theory generally for academic psychology has declined, his work continues to be a source of provocative and useful concepts in other fields, especially in social theory. This seminar is designed to introduce students to psychoanalytic thought through the close reading of several of Freud's papers and monographs. The emphasis will be on understanding first the origin and development of psychoanalysis and, second, Freud's critique of culture. As time permits, the seminar will turn to contemporary interpreters of Freud, such as Marcuse, Fromm, Habermas and Becker.

Open to Juniors and Seniors. First semester. Professor Meister.

**The Causes and Control of Violence.** See Psychology 46f.

First semester. Omitted 1982-83. Professors Sorenson and Weigel.

**77, 78. Honors Course.**

First and second semesters. The Department.

**97, H97, 98, H98. Special Topics.** Independent reading courses. Full or half course.

First and second semesters. The Department.

# ASIAN STUDIES

*Advisory Committee:* Professors Babb, Moore (Chairman) and Petropulos; Associate Professors Dennerline, Reck and Thurman; Assistant Professors Basu and Schastok; Instructor Hirota†; Visiting Instructor Kamada.

The Asian Studies major is designed to give the student a framework within which to formulate an interdisciplinary program focusing on Asian civilization and culture. Majors will be expected to integrate perspectives offered by the social sciences and humanities in a program of study which emphasizes some major dimension of the experience of Asian peoples.

*Major Program.* Asian Studies 11 is required of all majors and is normally taken in the Sophomore year. In consultation with his or her advisory panel (consisting of three members of the advisory committee) each major will also design an integrated program of study which includes at least eight additional courses on Asia. Each student's program will be interdisciplinary, and will emphasize East or South Asia, but will not exclude either. Students emphasizing East Asia must take two courses on South Asia. At least one course in the history and culture of West Asia is also recommended. The program will be designed to focus on some major area of inquiry in Asian Studies. Seniors must display a comprehensive knowledge of Asia to be assessed in an oral examination. This examination will take into account the nature of each student's individual program of study. In addition, as one of the required eight courses, every student majoring in the program will be expected to undertake a project of independent work in Asian Studies 77. Candidates for Honors will be expected to continue independent work in Asian Studies 78, and to make a presentation (usually oral) to students and faculty on some topic emerging from his or her program of study. Recommendations for Honors will be based on the panel's evaluation of the quality of the independent project which will normally be a thesis.

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†On leave first semester 1982-83.

Majors will be strongly encouraged to attain facility in an Asian language. Introductory and intermediate Japanese are offered at Amherst College. Chinese language courses are offered at Smith and Mount Holyoke Colleges, and a section of Mount Holyoke's beginning Chinese 110 and 120 will be offered on the Amherst College campus in 1982-83. The University of Massachusetts offers Chinese and Japanese. Opportunities for intensive summer language study are also available at other institutions.

Students in Asian Studies will be encouraged to spend at least one semester of their Junior year pursuing an approved course of study in one Asian country. Students interested in Japan have the opportunity to enter the Associated Kyoto program, which is sponsored by Amherst and other colleges, and study Japanese language and related courses at Doshisha University while living with Japanese families in Kyoto. Similar arrangements can also be made for students who wish to study in Taiwan, China or India.

**1. Elementary Japanese, Part I.** The course will teach basic patterns and pronunciation of modern colloquial Japanese. Attention will be given to developing skills of listening, speaking, reading, and writing. The frequent use of audio-visual materials will aid students in learning the language in a socio-cultural context. Four class meetings per week.

First semester. Professor Kamada.

**2. Elementary Japanese: Part II.** A continuation of Asian Studies 1. The course will emphasize mastery of patterns used in daily conversation, written materials to develop command of *kana* (phonetic script) and about 200 *kanji*, and to deepen understanding of the socio-cultural background of modern Japanese. Four class meetings per week.

Requisite: Asian Studies 1 or equivalent. Second semester. Professor Kamada.

**3. Intermediate Japanese, Part I.** Oral practice, grammar, and composition exercises are stressed to increase comprehension. A student at this level will become able to handle most everyday situations in which he might find himself in Japan. The *Kyoiku-kanji* (881 Essential Characters) will be introduced to increase reading ability and the students will start reading excerpts from simple contemporary writings. Four class meetings per week.

Requisite: Asian Studies 2 or equivalent. First semester. Professor Kamada.

**4. Intermediate Japanese, Part II.** Through the reading of modern essays, poems and short stories, and the introduction of the *Toyo-kanji* (1850 characters in common use), the course aims to prepare students to become able to read newspapers and other contemporary materials. Development of conversational skills will continue to be emphasized, and the class will be conducted mostly in Japanese.

Requisite: Asian Studies 3 or equivalent. Second semester. Professor Kamada.

**11. Introduction to Asia.** This course provides a window into three separate cultures: those of India, China, and Japan. In each case a major personality, event or idea is used to introduce questions that throw light on the culture and its response to modern challenges. The current focal points are Gandhi for India, the "wounded" of the Chinese revolution, and the bombing of Hiroshima for Japan. Readings include classic religious and philosophical texts, historical narrative, fiction, autobiography, and anthropological description. The purpose is not to survey the great traditions or the history of these Asian civilizations, but to demonstrate some of the ways in which Asian peoples have both drawn on and rejected parts of their cultural heritage in order to transform themselves and their world.

First semester. Professors Babb, Dennerline and Moore.

**19. East and West.** This course deals with cultural relations between the United States and East Asia (Japan and China) in the twentieth century. It explores the proposition that the building of an economic and political "world community" must be accompanied by adjustments between the very different cultures of East and West, not the Americanization or westernization of other nations. We will study some of the changing images that have helped structure our understanding of Japan and China in the twentieth century and the role of popular writers and education in that process. Readings will include works of Lafcadio Hearn, Pearl Buck, Edwin Reischauer, Ezra Vogel and others. Assigned readings will provide a background on modern American-East Asian political and economic relations. Two class meetings a week.

First semester. Omitted 1982-83. Professor Moore.

**N.B.** A section of the Mount Holyoke College course, Elementary Chinese I and II will be offered at Amherst College in 1982-83 as a Five College Course offering.

**Economic Development.** See Economics 36f.
First semester. Omitted 1982-83.

**Indian Civilization: Traditional India.** See Anthropology 21s.
Second semester. Professor Babb.

**China Before the Mongols.** See History 43.
First semester. Professor Dennerline.

**China Between Revolutions.** See History 44.
Second semester. Professor Dennerline.

**Japanese History To 1800.** See History 47.
First semester. Professor Moore.

**Japan Since 1800.** See History 48.
Second semester. Professor Moore.

**Topics in Modern Japanese History.** See History 50.
Second semester. Professor Moore.

**The Middle East From 600 to 1300 A.D.** See History 51.
First semester. Omitted 1982-83. Professor Petropulos.

**Arts of Japan.** See Fine Arts 42f.
First semester. Professor Schastok.

**The Arts of India.** See Fine Arts 45.
First semester. Omitted 1982-83. Professor Schastok.

**Survey of Asian Art.** See Fine Arts 46.
Second semester. Professor Schastok.

**Arts of China.** See Fine Arts 48.
Second semester. Omitted 1982-83. Professor Schastok.

**East Asian Art: How Zen Is Zen Art?** See Fine Arts 51s, Topic 2.
Requisite: One course in Asian art or consent of the instructor. Limited to twelve students. Second semester. Professor Schastok.

**Music of the Whole Earth.** See Music 23.
First semester. Omitted 1982-83. Professor Reck.

**Seminar in World Music: Music in China, Korea and Japan.** See Music 24.
Second semester. Professor Reck.

**Politics in Third World Nations.** See Political Science 24f.
First semester. Professor Basu.

**The Political Economy of Women: Cross-Cultural Perspectives.** See Political Science 40.
Second semester. Professor Basu.

**Peasant Movements in the Third World.** See Political Science 60.
Admission with consent of the instructor. Second semester. Professor Basu.

**Religious Traditions in Asia.** See Religion 12.
Second semester. Professor Thurman.

**The Rise and Spread of Islam.** See Religion 17.
First semester. Professor Ibish.

**Buddhist Scriptures.** See Religion 23.
First semester. Professor Thurman.

**The Arts of Islam: Language and Meaning.** See Religion 26.
Second semester. Professor Ibish.

**The Indo-Tibetan Buddhist Tradition.** See Religion 29.
First semester. Omitted 1982-83. Professor Thurman.

**The Poetry of Enlightenment.** See Religion 30f.
First semester. Omitted 1982-83. Professor Thurman.

**Topics in Indian Philosophy.** See Religion 62.
Second semester. Professor Thurman.

**Buddhist and Christian Ethics.** See Luce Seminar 5.
First semester. Omitted 1982-83.

**Buddha, Jesus, Muhammad.** See Luce Seminar 7.
First semester. Professors Doran, Ibish and Thurman.

**Religion, Ethics and International Relations.** See Luce Seminar 8.
Second semester. Professors Ibish and Wills.

77. **Senior Tutorial.**
Required of all Senior majors. First semester. Members of the Committee.

78. **Senior Tutorial.**
Required of all Senior honors candidates. Second semester. Members of the Committee.

97. **Special Topics.** Independent Reading Course.
First semester. Members of the Committee.

98. **Special Topics.** Independent Reading Course.
Second semester. Members of the Committee.

# ASTRONOMY

Professors Dent‡, Harrison, Huguenin* and Irvine; Associate Professors Arny, Dennis, Goldsmith, C. Gordon, K. Gordon, Greenstein (Chairman), Kwan, Scoville, Tademaru, Van Blerkom and White*; Assistant Professors Edwards and Schloerb; Instructor Jaworowska.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions.

The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

*Major Program.* The minimum requirements for the *rite* major are Astronomy 21 and 22 plus three courses chosen from Astronomy 19, 20, 37, 38, 43, 44; Physics 13, 14, and 23; and Mathematics 11 and 12. The minimum requirements for the Honors major are the above courses plus Astronomy 77 and 78.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

*On leave 1982-83.

‡On leave second semester 1982-83.

All Astronomy majors should attempt to complete Physics 13 before the start of their Sophomore year, and all Astronomy majors must pass a take-home written comprehensive examination in the second semester of their Senior year.

**11s. Introduction to Modern Astronomy.** A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Students who are even considering majoring in Astronomy are cautioned that Astronomy 11 does not constitute an introductory course within the major. Three one-hour lectures per week plus evening laboratories.

Limited enrollment. Admission with consent of the instructor. Second semester. Professor Greenstein.

**13. The Solar System.** An introductory course dealing with civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than Astronomy 11 and intended for students who desire a deeper though still non-technical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the Earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the Earth and other planets. Same course as Astronomy 111, University of Massachusetts. To be given at the University of Massachusetts.

First semester. Professor Dent.

**19. Planetary Science.** Planetary science is a unique field within astronomy since the use of spacecraft has opened up the entire solar system to direct exploration. As a result, progress in planetary science has relied on a variety of scientific techniques in addition to those of traditional astronomy; and basic principles of geology, geophysics, meterology, and biology are often called upon to explain and understand the planetary data. Thus, the interdisciplinary nature of the field provides a good introduction to the way that different disciplines approach problems.

Astronomy 19 is an introductory course in planetary science for physical science majors with an interest in the solar system. It is intended to be a part of the Astronomy 21-22 series of courses for astronomy majors, but it is independent of those courses and may be taken at any time. The course will survey current knowledge of: the interiors, surface features and surface histories of the terrestrial planets and planetary satellites; the structure, composition, origin, and evolution of the atmospheres of the terrestrial and Jovian planets; asteroids; comets; planetary rings; and the origin of the solar system. Special emphasis will be placed on the results of recent spacecraft missions to Venus, Jupiter and Saturn. We especially encourage science students from outside of astronomy to take the course. Two meetings per week. Same course as Astronomy 231, University of Massachusetts. To be given at the University of Massachusetts.

Requisites: One semester of calculus and one semester of a physical science (physics, astronomy or geology). Some familiarity with physics is essential. First semester. Professor Schloerb.

**20. Cosmology.** The course will examine the origin, evolution, and structure of the universe. To be given at Mount Holyoke College.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. Second semester. Professor Dennis.

**21. Stars and Stellar Evolution.** For students interested in a quantitative introductory course. Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars and black holes. Two ninety-minute lectures per week plus evening laboratories. Lectures to be given at Amherst College; laboratories to be given at Mount Holyoke College.

Requisite: Mathematics 11, Physics 13 (the Physics requisite may be taken concurrently). First semester. Professor Greenstein (lectures), Professor Dennis (laboratories).

**22. Galactic and Extragalactic Astronomy.** For students interested in a quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, cosmic rays, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation and current theories of the origin and expansion of the universe. Two ninety-minute lectures per week plus evening laboratories. Lectures to be given at Smith College; laboratories to be given at Mount Holyoke College.

Requisite: Mathematics 11, Physics 13 and an elementary knowledge of computer programming (the Physics requisite may be taken concurrently). Second semester. Professor Edwards (lectures), Professor Dennis (laboratories).

**34. History of Astronomy.** Astronomy and cosmology are traced from prehistoric relics through the beginnings of Egyptian and Babylonian astronomy to a dual culmination in Babylon and Greece in the last pre-Christian centuries. The influence of the achievements of antiquity on Arabic astronomy and the Latin Middle Ages is followed through the Copernican revolution to the beginning of modern science in the seventeenth century. The history of gravitational astronomy and astrophysics in the eighteenth and nineteenth centuries leads to our present understanding of the universe. Emphasis is placed on ideas and the relation of astronomy to other cultural trends. Reading is largely from original sources and translations. Same course as ASTF 34. To be given at Hampshire College.

Second semester. Professor K. Gordon.

37. **Astronomical Observation.** An introduction to the techniques of gathering and analyzing astronomical data. Subjects to be covered depend somewhat on individual interests: photography, calibration of photographs; photometry; spectroscopy and classification of spectra; determination of stellar temperatures, masses and radii; introduction to telescope design and use: the astronomical distance scale. Two ninety-minute lectures and one evening laboratory per week. Same course as ASTF 37. To be given at Mount Holyoke College.

Requisite: Mathematics 11, 12, Physics 13, 14, Astronomy 21, 22. (Students unable to take Astronomy 21, 22 may make special arrangements to complete the laboratories in these courses.) Not open to Freshmen. First semester. Professors Dennis and K. Gordon.

38. **Techniques of Radio Astronomy.** An introduction to radio astronomy with emphasis on practical techniques. The Five-College Radio Astronomy Observatory will be used to observe pulsars and other radio sources, and perform flux density and interferometric position measurements. Two ninety-minute lectures per week plus observing sessions. To be given at the University of Massachusetts.

Requisite: Physics 14. Not open to Freshmen. Second semester. Professor Scoville.

43. **Astrophysics I: Stellar Structure.** The basic equations of stellar structure and their solution, polytropes, the virial theorem, energy transport in stars by radiation, conduction and convection, atomic processes leading to stellar opacity, nuclear energy generation in stars, stellar evolution. Two ninety-minute lectures per week. To be given at the University of Massachusetts.

Requisite: Physics 27 or consent of the instructor. Open to Juniors and Seniors. First semester. Professor Harrison.

44. **Astrophysics II: Relativistic Astrophysics.** Continuation of Astronomy 43. Stellar implosions and supernovae, degenerate matter in highly evolved stars, neutrino astrophysics, emission of radiation by accelerated charges in supernova remnants and pulsar magnetospheres, pulsar electrodynamics, neutron star structure, hydrodynamics of differential rotation in stars, black holes and gravitational radiation. To be given at the University of Massachusetts.

Requisite: Astronomy 43. Open to Juniors and Seniors. Second semester. Professor Kwan.

73, 74. **Reading Course.** Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to Seniors. First and second semesters. The Department.

77, 78. **Senior Honors.** Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five-College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to Seniors. Required of Honors students. First and second semesters. The Department.

# BIOLOGY

Professors Goldsby, Hexter (Chairman) and Zimmerman; Associate Professors George and Poccia‡; Assistant Professors Lovett Doust, Ratner and Williamson.

The Biology curriculum is designed to maintain a balance between the needs of students preparing for postgraduate work in Biology or medicine, and the purposes of a liberal arts college.

*Courses for Non-Major Students.* Biology 13, 14 and 18 are non-laboratory courses designed for students who are not majoring in the sciences and for those not majoring in Biology in particular. These courses are intended to introduce students to the subject matter of the biological sciences, with emphasis on scientific methodology and on man's place in nature. Although these courses may be elected by any student, they do not normally satisfy the major in Biology or the admissions requirements of medical schools.

*Major Program.* The requirements for the Biology major are designed to emphasize five areas of understanding and skill.

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‡On leave second semester 1982-83.

(1) *A knowledge of the basic scientific laws that apply to all of nature.* Requirements: Chemistry 11 and 12; Mathematics 11; Physics 13. Strongly recommended: Physics 14, Chemistry 21 and 22.

(2) *An appreciation of the particular questions that can be asked and answered through the study of living organisms.* Requirement: Biology 12 (Introductory Biology); may be waived by passing a placement examination.

(3) *An understanding of what has been learned, and what we have yet to learn, through attempts to answer these questions in the major subdisciplines of Biology.* Requirements: at least four of the following five "core" courses: Biology 21 (Genetics), 22 (Developmental Biology), 23 (Ecology), 29 (Cell Biology), and 32 (Evolutionary Biology).

(4) *A mastery of some of the sophisticated techniques and approaches of modern life sciences.* Requirement: At least one advanced laboratory course, chosen from Biology 30 (Biochemistry), 35 (Neurobiology), and 36 (Advanced Ecology).

(5) *An ability to read critically the reports of experiments and theory contained in the research literature in Biology.* Requirement: At least one seminar course, chosen from Biology 41 (Seminar in Developmental Biology), 48 (Developmental Neurobiology), 52 (Seminar in Genetics), and 54 (Seminar in Molecular Biology). Candidates for Honors in Biology may use Biology 77 to satisfy this requirement if they wish.

Specific requirements may be modified with approval by the Department. Advanced or specialized courses not offered here may be taken at the four neighboring institutions, and those courses may count toward the major with the approval of the Department. (Be sure to request such approval before enrolling.)

Students in the class of 1983 and earlier classes may choose either of two paths to the Biology major: (1) the requirements listed above, but without Biology 12; or (2) the previous major requirements, which were as follows: Biology 21, 22 or 26, 29 or 30, 23 or 32, and two electives.

All majors must take a comprehensive examination during the Senior year. The examination may be oral, written, or a combination of both, as determined by the department.

*Honors Program.* Honors work in Biology is intended to offer an introduction to the purposes and methods of biological research. It is an excellent preparation for those students who wish to become professional scientists or who wish to acquire first-hand knowledge of the methods of modern science. Honors candidates must elect Biology 77 and D78 in addition to the other requirements.

The work for Honors consists of three activities: (a) an original investigation under the direction of some member of the staff, (b) participation in a seminar in which the candidate reports on recent literature dealing with current scientific investigations, and (c) preparation of a thesis on the candidate's original investigation.

**12. Introductory Biology.** An introduction to the questions, approaches, and materials of biological science. The diversity of organisms, the adaptive nature of their structure and function, the evolutionary basis of these adaptations, and the cellular and subcellular mechanisms of selected life processes. Four classroom hours and four hours laboratory per week.

Second semester. Professors Goldsby, Hexter and Lovett Doust.

**12f. Introductory Biology.** Same description as Biology 12. Limited to fifty students.

First semester. Professor Zimmerman.

**13. Genetics and Evolution.** Genetics and some molecular biology will be taught, so as to provide background to considering several areas of human evolutionary biology, including the nature-nurture debate, genetic diseases and natural selection in human populations, genetic engineering, the evolution of hominids, and the evolution of behavior. Three classroom hours per week.

First semester. Omitted 1982-83. Professor Zimmerman.

**14. Sociobiology.** A study of why and how societies have evolved with emphasis upon carnivore, primate and human societies. After considering the relevant principles of population biology, evolution and animal behavior, the structure and evolution of societies will be discussed. With this background, several aspects of human societies will be considered, including the ecology of subsistence, division of labor, mating systems, exchange and war. May count towards the major with permission of the Department. Three hours of lecture and occasional films per week.

Second semester. Professor Zimmerman.

**18. Human Genetics: Science and Society.** The course will have two objectives: (1) to introduce the facts and techniques of the genetics of man including cytogenetics, inborn errors of metabolism, population genetics, mutation, and selection; (2) to use this information as the basis of a discussion of science and society including the ethics of genetic engineering, the responsibility of a scientist for his discoveries, and the relationship of science and scientists to social problems. One seminar meeting per week.

Not open to Freshmen. Limited to two sections of fifteen students each. Second semester. Professor Hexter.

*All students in the Class of 1984 and subsequent classes should note that Biology 12 is prerequisite to all of the following courses.*

**21. Genetics.** A study of the basic facts of heredity and a consideration of the various hypotheses for the action of genes in the control of cellular and multi-cellular processes. Four classroom hours and four hours of laboratory work per week.

Requisite: Concurrent registration in Chemistry 11 or equivalent. Not open to Freshmen. Limited to three sections of twenty-four students each. First semester. Professors Hexter and Ratner.

**22. Developmental Biology.** A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology. Four classroom hours and four hours of laboratory per week.

Not open to Freshmen. Limited to two sections of twenty-four students each. Second semester. Omitted 1982-83. Professor Poccia.

**23. Ecology.** A study of the relationships of plants and animals (including man) to each other and to their total environment. General principles will be illustrated by lectures, selected films, laboratory and field work. Four classroom hours and one afternoon of laboratory or field work per week.

Not open to Freshmen except with consent of the instructor. First semester. Professor Lovett Doust.

**29. Cell Structure and Function.** An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, cell cycle regulation, and immunology. Three classroom hours and four hours of laboratory per week.

Suggested: Prior completion of, or concurrent registration in Chemistry 12. First semester. Professors Poccia and Williamson.

**30. Biochemistry.** A study of the structure and function of biologically important molecules. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for chemistry majors. Second semester. Professors Dooley and Williamson.

**32. Evolutionary Biology.** A study of evolutionary explanations in the life sciences, which includes consideration of population genetics and ecology, the nature of natural selection, the origin of life, the evolution of macro-molecules and cellular particulates, the evolution of behavior and societies, and the fossil record of vertebrates and man. The course requires preparation of problem sets and take-home examinations. Four classroom hours per week.

Requisite: Biology 12 or 21. Second semester. Professor Zimmerman.

**33. Immunobiology: Cellular, Molecular and Developmental Perspectives.** The immune system is a complex network of interacting cell types. This course will explore first at the cellular and then at the molecular level those interactions which result in an immune response. Three class hours per week.

Requisites: Biology 12 and either Biology 21, 29 or 30. Limited to twenty students. First semester. Professor Goldsby.

**35. Neurobiology.** Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Four classroom hours and four hours of laboratory work per week.

Requisite: Chemistry 11, Physics 14, and one semester of Biology. Limited to twenty-four students. First semester. Professor George.

**36. Advanced Ecology.** An exploration of the evolutionary processes affecting the nature of adaptations and ecological interactions between organisms and their environment. Emphasis will be placed on critical review and discussion of topics such as biogeography, competition, predation, reproduction and plant-animal interactions. Three classroom hours and four hours of laboratory or field work per week.

Requisite: Biology 23 or consent of the instructor. Not open to Freshmen. Second semester. Omitted 1982-83.

**41. Seminar in Developmental Biology.** An analysis of current views of the development of plants and animals at the cellular and biochemical levels, with special attention to the genetic control of embryonic differentiation and to cellular interaction in morphogenesis. Three classroom hours.

Requisite: Biology 22. Open to Juniors and Seniors. Limited to twelve students. First semester. Professor Poccia.

**44. Seminar in Ecology.** A discussion of selected areas in ecology, including such topics as the evolution of sex; breeding systems; plant population biology. Three hours per week.

Requisite: Biology 23. Second semester. Professor Lovett Doust.

**48f. Seminar in Developmental Neurobiology.** Classical discoveries and current controversies regarding the development of nerve cells and nervous systems explored through reading and discussion of the research literature in this field. Topics include migration, proliferation, and cell death in the developing nervous system; the growth of axons and dendrites, central-peripheral interactions; and the development of specificity in synaptic chemistry and synaptic connections. Three classroom hours per week.

Requisite: Biology 22 or 35. Open to Juniors and Seniors. Limited to fifteen Students. First semester. Professor George.

**52. Seminar in Genetics.** A study in depth of one of several topics in genetics. Topics will vary from year to year. Three hours per week.

Requisite: Biology 21 and consent of the instructor. Open to Juniors and Seniors. Limited to twelve students. Second semester. Omitted 1982-83. Professor Hexter.

**54f. Seminar in Molecular Biology.** A discussion of subcellular structure and function, with emphasis upon eukaryotes. Topics covered may include the biochemistry of gene structure and function; cellular and developmental regulation of gene expression; physiological and evolutionary aspects of gene function. Three hours per week.

Requisite: Biology 29 or 30. Limited to fifteen students. First semester. Omitted 1982-83. Professor Williamson.

**77, D78. Biology Honors.** All Honors students will take these three courses. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to Seniors. First and second semesters. The Staff.

**97, H97, 98, H98. Special Topics.** Independent reading or research courses. Half or full course as arranged.

First and second semesters.

# BLACK STUDIES

Professor Davis*; Visiting Professor Babu; Associate Professors Campbell (Chairman), Childs and Rushing*.

*Major Program.* There is a single Five-College major in Black Studies common to Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts. The major is designed to equip the students with the normal requirements of a major in one of the traditional fields, in addition to a perspective on reality shorn of the distortions that have affected the perception of the roles and capabilities of blacks in the world. It is so structured as to provide, in addition to a general introduction to the various aspects of the field, specializations or concentrations in the area of history, literature, and the social sciences.

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*On leave 1982-83.

There are three parts to the major: Introduction, General Concentration, and Advanced Concentration. The Introduction and General Concentration are intended to present students with a comprehensive overview of the cultural and political history of people of African descent, and to introduce them in a general but thorough overview to the contemporary social, political, and economic realities of the black world. The Introduction and General Concentration must be completed by the end of the Sophomore year.

In Advanced Concentration the student must focus his or her studies within the field of History, the Humanities and Arts, or the Social Sciences. In this way the students will specialize and advance their study of the black experience while learning the methodology and critical language of a particular academic discipline.

We believe that the student majoring in Black Studies will be at least as well equipped with the skills normally sought by undergraduates in any of the traditional liberal arts disciplines, as well as with a clear-eyed, factual view of the history, culture, and situation of black people free from the rhetorical excess or the systematic distortion of Western scholarship.

*Requirements for the Major.* Ten courses are needed to complete the Black Studies major: one course in Introduction, two courses in General Concentration, and five courses in Advanced Concentration. In their Senior year majors are encouraged to submit a thesis to the Department. When planning their General and Advanced Concentration programs in consultation with their advisors, majors may elect Black Studies courses offered at the other institutions in the Five College system. To this end they should consult the list of *Five College Black Studies Courses* issued each year in the spring by the Five College Black Studies Executive Committee.

The outline of the major, and the courses offered at Amherst College that will satisfy the major requirements, are as follows:

I—Introduction (1 course): Black Studies 11 or 13.
II—General Concentration (2 courses from each group):
    A. Humanities (2 courses): Black Studies 22, 63, 64.
    B. History (2 courses): History 71, 72, 73, 74.
III—Advanced Concentration (5 courses from the area of specialization):
    A. Social Sciences (5 courses): Black Studies 44, 47, 53, 54, 55, 56, 63, 64; Anthropology 30.
    B. Humanities (5 courses): Black Studies 33, 34, 35, 40, 63, 64, 66.
    C. History (5 courses): Black Studies 50, 51; History 71, 72, 73, 74; Religion 25s.
    D. Honors Course: Black Studies 77, 78, D78.

During their final semester at the College, majors will be examined by the Department for their general competence in the field of Black Studies.

*Field Work.* Majors are encouraged to participate in field work or its equivalent in one of the following ways: *a.* course-related work in local communities (e.g., Springfield); *b.* research and participation in communities elsewhere in the United States; *c.* Study and work abroad (e.g., in Sub-Saharan Africa or the West Indies).

*Honors Program.* The Black Studies Honors Program consists of two or three semester courses of independent research (Black Studies 77, 78, D78) with a maximum of three research courses spread throughout the Junior and Senior years, or a Junior year abroad (Africa, Caribbean, or Brazil) may be substituted for them. Any Black Studies major who wishes to be considered for the degree with Honors must present an Honors thesis centering on a topic which they have worked on during their research courses or while abroad.

**11. Issues in Black Studies.** An interdisciplinary introduction to the basic concepts and literature in the disciplines covered by Black Studies. Includes history, the social sciences and the humanities as well as a conceptual framework for investigation and analysis of Black history and culture.

First semester. Omitted 1982-83 at Amherst College. To be taught (Introduction to Afro-American Studies 101) at the University of Massachusetts.

**13. An Introduction to Black Studies: Research and Writing.** An introduction to basic research methods including library use, project development, notes and bibliographies, and writing research papers. Strongly recommended for entering Freshmen.

First semester. Omitted 1982-83 at Amherst College. To be taught (Introduction to Afro-American Studies 102) at the University of Massachusetts.

**22. Introduction to African-American Music.** The main objective of this course will be to explore the syntactical, kinesthetic, and semantic bases of the three main styles of contemporary creative black music: inside, outside and indigenous forms. Inside refers to music based on tonality, such as modern popular music. Outside music will include the music of John Coltrane, Cecil Taylor and others. Indigenous music will include blues, spirituals, gospel music, etc. Theories of Joseph Schillinger, Henry Cowell, Vincent Persichetti, Nicolas Slonimski and others will be used to discover panethnic aspects of the music.

Second semester. Professor Wiggins.

**33. Introduction to African Poetry.** This course surveys the traditional and contemporary poetry of West Africa, East Africa, and Southern Africa. It begins with a consideration of oral poetry which examines its function and performance as well as its themes and techniques. It then examines literary poetry with special emphases on the use it makes of traditional format, the cultural and political context of Negritude, the impact of political independence (and political oppression) on poetic sensibility, the controversy of which language (indigenous or European) poets should use, and the move from merely imitating European themes, tones, and styles to recreating them to express African realities. Close critical reading will scrutinize imagery, diction, tone and prevalent concerns like Edenic childhood, European education, and the impact of European mores on traditional culture. Among the poets studied are Okara, Soyinka, Okigbo, Brutus, Clark, the Diops, Senghor, U Tam'si, p'Bitek, Rabearivelo, Ranaivo, and Rabemananjara.

First semester. Omitted 1982-83. Professor Rushing.

34. **Introduction to African-American Poetry.** This course surveys the folk and formal poetry of the African-American experience. It is grounded in a study of sermons, spirituals, and the blues and goes on to close reading of such poets as Gwendolyn Brooks, Michael Harper, Robert Hayden, Langston Hughes, and Sterling Brown. Emphasis will be on themes, tone and imagery.

Second semester. Omitted 1982-83. Professor Rushing.

35. **Short Fiction from the Black World.** This course examines the short fiction of Africa, the United States, and the Caribbean. It pays particular attention to the thematic and stylistic continuities between oral and written story-telling traditions. The works analyzed will change yearly and include fiction by such writers as: Chinua Achebe, Ama Ata Aidoo, Toni Cade Bambara, Charles Chesnutt, Ralph Ellison, Alex LaGuma, Paule Marshall, James Alan McPherson, Grace Ogot, Richard Rive, Andrew Sakley, and Richard Wright.

First semester. Omitted 1982-83. Professor Rushing.

40. **Images of Black Women.** The course examines the spectrum of portraits of black women in fiction, drama, poetry, and autobiographies of the United States, Africa, Brazil, and the Caribbean by considering the changes and constants in socio-political matrix, roles portrayed, imagery, and tone. Among the authors studied are Ama Ata Aidoo, Zora Neale Hurston, Alice Walker, Gwendolyn Brooks, Toni Morrison, Toni Cade Bambara and Ernest Gaines.

Second semester. Omitted 1982-83. Professor Rushing.

44. **The Concept of the Ghetto.** This course examines the ghetto from a number of academic perspectives. It examines (1) the original historic application of the term to concentrations of Jewish residents and commerce in medieval Europe; (2) the application of the term to areas of Black residence and commerce; (3) the political, judicial, social, economic, psychological support for this enslaving urban form and its physical manifestation in the city; (4) the ways ghettos such as New York's Harlem, Los Angeles' Watts, and Chicago's South Side were created and main-

tained; (5) the forms that racial violence has taken in America's urban ghettos.

Second semester. Professor Childs.

**47. Introduction to Black Religion.** An intensive study of the varied social and cultural forms of Black Religion in the United States. We will discuss the African sources of Black Religion; the origin and development of religious groups, the political significance of their origins; and the role of their leaders.

First semester. Professor Childs.

**50. African Elements in Brazil, Latin America and the Caribbean.** A survey of the impact of African cultural elements in these areas. Emphasis is placed on African eschatological ideas; religious, philosophical and ethical notions; ideas of secret societies and their impact on the family, church, music, and language. Consideration will also be given to the social, political, and economic life in the respective areas. Much of the reading will be taken from Portuguese works translated into English and, where relevant, from French. A paper will be required.

Second semester. Omitted 1982-83. Professor Davis.

**51. Patterns of African and Irish Nationalism.** The purpose of this course is to explore the points of commonality between the African and Irish struggle for independence. The focus will be the eighteenth and twentieth centuries ending with the establishment of three African States and the Irish Free State. The first part will examine independent church ideas: Ethiopianism, Zionism, Messianism, in the light of actual patterns of conduct in West, Central and South Africa. Analysis of the two nationalist movements will be based on readings by Edward Blyden, W. E. B. Dubois, Franz Banon, and Michael Davitt.

First semester. Omitted 1982-83. Professor Davis.

**53. South Africa in World Politics.** This course is intended to be an in-depth analysis of South Africa's position in contemporary international politics. The focus will be on South African foreign and defense policies, the country's search for acceptance in Africa and accommodation in the Western security system, the implications of South African militarism and subimperialism in Southern Africa and the rest of Africa, and the challenge and threat which South Africa, as presently constituted, poses to world security.

First semester. Professor Babu.

**54. The Political Economy of African International Relations.** This course introduces the student to both the theoretical and the practical study of the international politics of post-independence Africa. It adopts a continental approach in examining and analyzing critically the following major themes and issue-areas: colonialism, underdevelopment and dependency; Africa as an international sub-system; foreign policy and Africa's place in the world political economy; militarism and the militarization of the state, politics and leadership; and Africa's role in international organization, with particular reference to the formal interactional relationships between the Organization of African Unity and the United Nations in promoting rapid economic development throughout the African continent, resolving interstate conflicts, and advancing the goals of decolonization and system transformation in Southern Africa.

Second semester. Professor Babu.

55. **Race and Imperialism in Africa.** This is a survey course on the politics, economics, sociology and psychology of racism and imperialism in Africa; it explores both the historical and the contemporary patterns of interaction between Africans and non-Africans, and it also seeks to identify the central themes and values which have characterized the dimensions of initial contact between blacks and whites on the African continent, followed by the subsequent and sequential stages and processes of physical confrontation, colonial subjugation and racial domination, political emancipation and racial coexistence, and the contemporary realities of imperialistic domination and manipulation, external dependency and internal underdevelopment. Analyses will not necessarily be restricted to the African continent per se, since racism and imperialism are global issues and problems, both in substance and in practice. Consequently, the international aspects of the subject will be brought into focus from time to time while stressing, however, the African dimensions of the issues raised in the analysis and discussion.

First semester. Professor Babu.

56. **The Politics of Liberation and Dependent Development in Southern Africa.** The course will provide an historical background to the political economy of European conquest, occupation and colonization of Southern Africa, initial African resistance and subsequent adaptation to subjugation and subordination, the rise of modern African nationalism and the resurgence of resistance, armed struggle for decolonization and liberation, and the advent of the post-independence phenomenon of regional neo-colonialism, particularly the perpetuation of dependency, underdevelopment and dependent development. The course will also analyze in considerable detail the strategic significance of the Southern African subsystem in world politics.

Second semester. Professor Babu.

63. **Comparative Slave Systems.** This course is an introduction to the history of slavery from the ancient period to modern New World plantation slavery focusing on major topics such as demographic patterns, political and economic organizations and philosophical, religious and

moral attitudes to slavery in different societies throughout the centuries. It is intended to give a wide perspective of slavery showing that slavery as a system of labor existed in practically all known societies but identifying certain significant differences found in the New World plantation systems.

First semester. Professor Campbell.

**64. The African Roots of Blacks in the Diaspora.** The publication of *Roots* as well as the televised version have had an amazing impact on the American public. This course will focus on *Roots*, which will be examined on different levels: the ethnographical and historical perspectives, embracing village life in a traditional African setting (Juffure in the Gambia), the modern African slave trade, the Middle Passage, and slavery in Virginia. Students will be expected to test the accuracy of the work against the required reading material, and they will be encouraged to pursue their own family histories. Inasmuch as *Roots* transcends the minutiae of historical verification, the course will also evaluate the book in terms of the grandeur of its conceptions, its relevance for Blacks of the Diaspora. Its emotional appeal for all Americans will be examined and compared with the parallel appeal of *Uncle Tom's Cabin*, serialized in 1851. Readings will include works such as P.D. Curtin, *The Atlantic Slave Trade* (1969); James Pope-Hennessy, *Sins of the Fathers: A Study of the Atlantic Slave Traders, 1441-1807 (1968); James Curtis Ballagh, History of Slavery in Virginia* (1902).

Second semester. Omitted 1982-83. Professor Campbell.

**66. Fanon and the Third World.** The course will first attempt to clear understanding of the concept of the "Third World," identifying the origin of its use and how it has come to be applied to the people of Africa, Asia, the Caribbean and Latin America, with or without their consent. The course acknowledges Fanon's great contribution to an understanding of the problems of the developing world. It will devote itself to an extensive and critical study of Fanon, emphasizing the relevance of his biography to his political-humanistic perspectives. It will examine the philosophical background of his thought, the radicalization of his ideas through experience, his ambivalence towards the west and towards the "Third Class" nations, the political and social problems of the developing countries as he perceives them, and his moral dilemma over social liberation and the ethics of violence. Case histories of selected third world societies will be used to assess the validity of his theories concerning colonialism, Pan-Africanism, and Westernization.

Not open to Freshmen. Second semester. Professor Campbell.

**77, D77, 78, D78. Honors Courses.**

**97, H97, 98, H98. Special Topics.**

The following courses are listed for inclusion in a Black Studies Major.

**Anthropological Approaches to Culture, Class, and Race in the United States.** See Anthropology 30.
Not open to Freshmen. Second semester. Professor Childs.

**African Voices: Modern African Literature.** See English 55.
Not open to Freshmen. First semester. Omitted 1982-83. Professor Rushing.

**African History to 1880.** See History 71.
First semester. Omitted 1982-83. Professor Davis.

**Topics in Modern African History: Modernism in Twentieth-Century Africa.** See History 72.
Second semester. Omitted 1982-83. Professor Davis.

**Caribbean History.** See History 73.
First semester. Professor Campbell.

**Topics on the Caribbean and Latin America.** See History 74.
Not open to Freshmen. Second semester. Professor Campbell.

**A History of Women in Cross-Cultural Perspective.** See History 84.
Second semester. Omitted 1982-83. Professor Gross.

**Religion, Ethics, and the Family.** See Luce Seminar 4.
Second semester. Omitted 1982-83.

**American Social Structure.** See Sociology 12.
Second semester. Professor Himmelstein.

**Religion and Art in Africa.** See Religion 25s.
Second semester. Professor Pemberton.

**American Religious History I.** See Religion 33s.
Second semester. Omitted 1982-83. Professor Wills.

**American Religious History II.** See Religion 34.
Second semester. Professor Wills.

# CHEMISTRY

Professors Fink (Chairman), Kropf‡ and Silver; Associate Professor Kushick; Assistant Professors Blankenship*, Dooley, Jason and Stark*; Visiting Professor Stein.

*Major Program.* Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their Freshman year. This will help students elect a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, medical research, medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11 or Chemistry 15, Chemistry 12, Chemistry 21, Chemistry 43 or 44, and three of the following courses: Chemistry 22 (Organic Chemistry), 30 (Biochemistry), 35 (Inorganic Chemistry), 43 (Physical Chemistry) or 44 (Modern Physical Chemistry), whichever was not selected earlier. In addition, Mathematics 12 and Physics 13 are required for Physical Chemistry. Students planning a Chemistry major should strive to complete Chemistry 11 and 12 and Mathematics 11, or their equivalents, by the end of Freshman year.

*Honors Program.* A candidate for the degree with Honors will also elect Chemistry 77 and D78 in the Senior year. It would be helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the Junior year. However, either of these courses may be taken in the Senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, will be arranged on an individual basis by the departmental advisor.

Honors candidates will attend the Chemistry seminar during their Junior and Senior years, participating in it actively in the Senior year. All Chemistry majors should attend the seminar in their Senior year. At this seminar discussions of topics of current interest will be conducted by staff members, visitors and students.

In the Senior year an individual thesis problem will be selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: theoretical chemistry; chemistry of biological membranes; synthesis and properties of fluorescent dyes which serve as membrane probes; nucleophilicity of carbon-carbon bonding electrons; reactions of aromatic radical anions; synthesis and reactions of polyenes related to Vitamin A; chemistry of the visual process; mechanisms of organic reactions; enzyme catalyzed processes; studies of the influence of inorganic ions on biological function; chemistry and reaction mechanisms in bioinorganic systems; nuclear chemistry; hot-atom chemistry; photochemistry; and conformational studies of natural and synthetic polypeptides.

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‡On leave second semester 1982-83.

*On leave 1982-83.

Candidates will submit a thesis based upon their research work. Recommendations for the various levels of Honors will be made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

*Note on Placement:* Students registering for Chemistry 11, 11s, or 15 will be asked to take a placement examination to aid in assigning them to the appropriate course.

Chemistry 10f has been designed to introduce non-science students to the concepts of Chemistry. This course may be elected by any student, but it does not satisfy the major in Chemistry nor is it recommended as a means of satisfying the admission requirements of medical schools.

**10f. Chemistry in Modern Perspective.** An introduction to the fundamental principles of chemistry through the consideration of such topics as the production of energy, the pollution of the environment, the synthesis of new materials, the chemistry of life processes, food, and nutrition. These topics will be used to demonstrate the interrelationships between initial discovery, subsequent development, and beneficial or destructive use of technology in our society. This course is designed for non-science students, but it does serve also as an introductory course for those students who are not adequately prepared for Chemistry 11. Three hours of lecture, one hour of discussion and one laboratory period per week.

First semester. Professor Stein.

**11. Introductory Chemistry.** This course will examine the structure of matter from both a microscopic and a macroscopic viewpoint. The connections between atomic-molecular theory and weight and volume relationships in chemical reactions will be studied. The physical structure of atoms will be examined in detail as will the interactions between atoms which lead to the formation of molecules. The relationships between molecular behavior and the bulk properties of gases, liquids, and solids will be discussed. Experiments in the laboratory will provide experience in conducting quantitative chemical measurements and will illustrate principles discussed in the lectures.

Though this course has no prerequisites, students with a limited background in secondary school science should consider registering for Chemistry 10 and are urged to consult with the Chemistry 11 instructor before registration. Four class hours and three hours of laboratory per week.

First semester. Professor Fink.

**11s. Introductory Chemistry.** Same description as Chemistry 11.
Second semester. The Department.

**12. Chemical Principles.** The concepts of kinetic stability and thermodynamic equilibrium will be examined. In thermodynamics a quantitative understanding of the extent to which chemical reactions can occur will be sought. In kinetics a study of the rates by which chemical reactions proceed will be undertaken. Appropriate laboratory experiments will be performed. Four class hours and three hours of laboratory per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. Second semester. The Department.

**12f. Chemical Principles.** Same description as Chemistry 12.
First semester. Professor Kropf.

**15. Fundamental Principles of Chemistry.** A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be covered will include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles will be applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules will be considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.

First semester. Professor Kushick and Staff.

**21. Organic Chemistry.** A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, molecular orbital theory, spectroscopy, stereochemistry, acid-base properties and the carbonium ion theory. Laboratory work introduces the student to basic laboratory techniques, and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professors Jason and Silver.

**22. Organic Chemistry.** A continuation of Chemistry 21. The second semester of the organic chemistry course examines in some detail the chemistry of the carbonyl group and the methods of organic synthesis.

The relative emphasis upon other topics will vary from year to year, depending upon the instructor. Among the usual topics are: sugars, amino acids and proteins, pericylic reactions, oxidation-reduction reactions, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21. Students who have received a grade of D in Chemistry 21 should consult with the instructor about the advisability of continuing with Chemistry 22. Second semester. Professors Jason and Silver.

**30. Biochemistry.** A study of the structure and function of biologically important molecules and their role(s) in life processes. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for Chemistry majors. Second semester. Professors Dooley and Williamson.

**35. Inorganic Chemistry.** Periodicity of both physical and chemical properties of the elements will be examined on the basis of fundamental atomic theory. Group Theory and its applications to chemical problems will be discussed. Structure and bonding in coordination complexes will be examined through the Crystal and Ligand Field Theories. Emphasis will be placed on understanding the magnetic, spectral and thermodynamic properties of coordination complexes. Kinetics and mechanisms of inorganic reactions will also be examined. Three to four hours of lecture and discussion per week.

Requisite: Chemistry 12. First semester. Professor Dooley.

**43. Physical Chemistry.** The thermodynamic principles introduced in Chemistry 12 will be used to study chemical equilibrium and the equilibria which exist between phases of matter. Specific applications will include the properties of solutions (including solutions containing macromolecules), electrolytes, and equilibria involving biological membranes. The course will also contain an introduction to statistical mechanics, which treats the concepts of thermodynamics from a molecular point of view. Appropriate laboratory work will be performed. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 13, Math 12. First semester. Professor Kushick.

**44. Modern Physical Chemistry.** The theory of quantum mechanics will be developed and applied to spectroscopic experiments. Topics will include the basic principles of quantum mechanics, the structure of atoms and molecules, and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be done. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Math 12, Physics 14. Second semester. The Department.

**77, D77, 78, D78. Honors Course.**

Open to Senior Honors candidates, and others with the consent of the Department. First and second semesters. The Department.

**97, H97, 98, H98. Special Topics.** A full or half course.

First and second semesters. Consent of the Department is required. The Department.

# CLASSICS (GREEK AND LATIN)

Professor Marshall (Chairman); Associate Professor Griffiths; Assistant Professors Basto† and Hague.

*Major Program.* The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 1 and 1s may not be counted toward the major. Latin 15-16 will normally be introductory to higher courses in Latin, and Greek 11-16 will serve the same function in Greek.

*Honors Program.* The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41, 42, 77, and D78 in either Greek or Latin, and the normal expectation will be that the 41/42 sequence be completed before the start of the 77/D78 sequence. The student must submit a long essay (6,000-7,000 words) on some topic connected with his or her Honors work. This topic must be approved by the Department before admission to the Senior Honors Course. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the second semester of Honors work is contingent on the submission of a first chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first two weeks of the semester with the Department and any outside reader chosen. The award of Honors will be determined by the quality of the candidate's work in the Senior Honors Courses, essay, and performance in the comprehensive examinations.

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†On leave first semester 1982-83.

*Comprehensive Examination.* Majors in Greek, Latin, and Classics will, in the fifth week of the second semester of their Senior year, take a general examination on the literary and historical interpretation of major authors. There will be considerable latitude of choice among various questions, which will be distributed to the student two weeks before the examination. In addition, Honors candidates must write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department.

The Department will cooperate with other departments in giving combined majors with Honors.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 1, 12, 11, or 1s, 11, 12. In Latin, the usual sequence will be 1, 2, 15, 16.

## Classics

**23. Greek Civilization.** Readings in English of Homer, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, Plato, and others to trace the emergence of Western culture from the Bronze Age to Alexander. How did the advent of writing transform the oral culture? How did mythological modes of thought develop into science, history, philosophy, drama? What then precipitated the initial rebellion against rationality? Three hours of classroom work per week.

First semester. Professor Griffiths.

**24. Roman Civilization.** A study of Roman civilization from its origins to the Empire. The material will be interpreted in the light of Roman influence upon later Western civilization. The reading will be almost entirely from Latin literature, but no knowledge of the ancient languages is required. Three hours of classroom work per week.

Second semester. Professor Marshall.

**32. Greek History.** An introduction to the political and artistic evolution of Greece from the Bronze Age to the death of Alexander as we know it from literary and archaeological evidence. We shall focus on the emer-

gence of Greek culture from the Near East and the continuing struggle to maintain that independence; the process of urbanization and its impact on the arts; the aesthetic achievement and political failure of Athenian democracy in its conflict with Spartan oligarchy, as well as Sparta's subsequent inability to adapt to the needs of the times. Three hours of classroom work per week.
Second semester. Professor Hague.

**33. History of Rome.** An historical study of Rome from its foundation to the reign of Constantine. We shall trace the development of its political institutions and the way in which it acquired and governed an empire. The last century of the Republic, particularly the Age of Caesar, will be examined in detail, as will the early stages of the Principate and the creation of a new system of government by the emperor Augustus. We shall discuss why the Republic collapsed and what effect this had on the social and economic structure of the Roman world. How did subsequent emperors consolidate the Augustan reforms? On what basis did the strength of the Principate rely? How did the dissemination of Roman culture and citizenship, and the advent of new beliefs, affect the character of the Empire? Classical authors to be read (in English) will include Livy, Plutarch, Cicero, Caesar, Sallust, Tacitus and Suetonius, along with modern works of reference. Three meetings per week.
First semester. Omitted 1982-83. Professor Basto.

**77, D78. Senior Honors Course.** Classics 78 is a double course.
First and second semesters. Members of the Department.

**97, 98. Special Topics.**
First and second semesters. Members of the Department.

## Greek

**1. Introduction to the Greek Language.** This course prepares students in one term of four class meetings per week to read Plato and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek.
First semester. Professor Griffiths.

**1s. Introduction to the Greek Language.** This course prepares students in one term to read Homer and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three hours per week of general introduction to the language. Students will elect a fourth hour in reading either Homer or the New Testament. This course is normally followed by Greek 11.
Second semester. Professor Basto.

11. **An Introduction to Homeric Epic.** The *Iliad* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. Three one-hour class meetings per week.

Requisite: Greek 1s or 12 or consent of the instructor. First semester. Professor Hague.

12. **Plato's Apology.** An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three one-hour class meetings per week.

Requisite: Greek 1 or 1s or equivalent. Second semester. Professor Hague.

15. **Greek Tragedy.** Two plays will be read with emphasis on poetic diction, dramatic technique, and ritual context. Larger issues will also be raised, such as the nature and meaning of the tragic experience and the characteristics which make Greek tragedy unique as a literary form. Three one-hour class meetings per week.

Requisite: Greek 12 or its equivalent. First semester. Professor Marshall.

16. **Comedy and Tragedy.** At least one comedy and one tragedy will be read with emphasis on poetic diction, dramatic technique, and ritual context. This course will study comedy and tragedy as originally distinct, but complementary literary forms, as well as the reasons for their convergence at the end of the Peloponnesian War. Attention will be paid to the religious significance of Dionysus and to the historical circumstances which these plays reflect.

Requisite: Greek 11 or its equivalent. Second semester. Professor Griffiths.

41. **Advanced Readings in Greek Literature.** The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. In 1982-83 Greek 41 will focus on Homer's *Odyssey.* Three hours of classroom work per week. Seminar course.

Requisite: Greek 15 and 16 or consent of the instructor. First semester. Professor Hague.

42. **Advanced Readings in Greek Literature.** See course description for Greek 41. In 1982-83 Greek 42 will meet in two separate sections, one of which will read Lyric Poetry, the other Plato's *Symposium.* Three hours of classroom work per week. Seminar course.

Requisite: Greek 15 and 16 or 41 or equivalent. Second semester. Professor Griffiths.

**77, D78. Senior Honors Course.** Greek 78 is a double course.
First and second semesters. Members of the Department.

**97, 98. Special Topics.**
First and second semesters. Members of the Department.

## Latin

**1. An Introduction to the Language and Literature of Ancient Rome.** A course designed to increase the student's understanding of his own language and literary tradition. No previous knowledge of the language is required; forms and syntax will be studied with a view to reading several great Roman authors in the original. Four hours of classroom work per week.
First semester. Professor Hague.

**2. Intermediate Latin.** This course aims at establishing reading proficiency in Latin. We will read at least one book of Virgil's *Aeneid* (Book 4) to show the Roman author's literary relationship to his predecessors, and the resulting uniqueness of Virgil. Three one-hour class meetings per week.
Minimum requisite: Latin 1 or completion of a beginning course in Latin. Second semester. Professor Marshall.

**15. Catullus and the Lyric Spirit.** The course will examine Catullus's poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English.
First semester. Professor Marshall.

**16. The Augustan Age.** The love poetry of Ovid will provide the backdrop to illustrate the literary sophistication and refinement of Augustan Rome. We will read selections from the *Amores* and *Ars Amatoria.* Three meetings per week.
Second semester. Professor Basto.

**41. Advanced Readings in Latin Literature.** The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit. In 1982-83 Latin 41 will study the *De rerum natura* of Lucretius. Three hours of classroom work per week. Seminar course.
Requisite: Latin 15 or 16 or the consent of the instructor. First semester. Professor Marshall.

**42. Advanced Readings in Latin Literature.** See course description for Latin 41. Latin 42 will be devoted to a reading of Ovid's *Metamorphoses.*

Three hours of classroom work per week. Seminar course.

Requisite: Latin 15 or 16 or 41 or the consent of the instructor. Second semester. Professor Basto.

77, D78. **Senior Honors Course.** Latin 78 is a double course.

First and second semesters. Members of the Department.

97, 98. **Special Topics.**

First and second semesters. Members of the Department.

# COLLOQUIA

22. **Colloquium in Medieval Studies: The Twelfth Century in Western Europe.** An exploration of the major imaginative forces at work in Western Europe, A.D. 1050-1250, examined through primary artistic and historical documents, including literary, musical, and visual compositions. Special attention will be paid to the invention of "the self" and "courtly love" in literature, and to the invention of "law" and "institutions" as forms of social relations. Topics will include such subjects as: troubadors and knighthood; medieval images of women; the bawdy and the ideal in lyric; Arthurian epic and romance, and social change; privilege and property; monastic and lay spirituality, history and myth-making; the twelfth-century renaissance of learning and its consequences in music, architecture, philosophy, and political organization. Offered every three years.

Second semester. Omitted 1982-83. Professors Cheyette and Chickering.

# DRAMATIC ARTS

Professor Boughton (Chairman), Visiting Professor Mennen, Visiting Associate Professor Waltner, Assistant Professor Moran.

*Major Program. Rite* majors will complete Dramatics Arts 11, 12, 32, three courses in dramatic literature, and two courses in Dramatic Arts other than literature. They will also complete Fine Arts 11 or 11s, and two additional courses in literature; the literature requirement may be fulfilled in any department offering such courses.

*Honors Program.* Honors candidates will also elect in their Senior year Dramatic Arts 77-78.

Candidates for a degree in Dramatic Arts are required to pass a comprehensive examination during their Senior year. The examination is given near the beginning of the second semester.

11. **Introduction to the Theater.** An examination of the several kinds of theatrical experience, cinematic as well as live, and how they are brought

to fruition in production. The course will focus on criteria for assessing the artistic values and theatrical effectiveness of dramatic pieces both in concept and in performance.

Required for all Dramatic Arts majors. First semester. Professor Boughton.

**12. Acting I.** An introduction to the principles of performance. Formal and improvisational techniques for developing vocal, physical and sensitivity skills, characterization and stage inter-influence. Readings will include Stanislavsky, Craig, Piscator, Brecht, Artaud, Grotowski, Spolin and will be related to workshop sessions.

Required for all Dramatic Arts majors. Limited to one section of sixteen students. Second semester. Professor Boughton.

**13. Modern Dance I.** A beginning course in the techniques and theories of modern dance. An exploration of the various modes and skills of modern dance—Humphrey, Cunningham, Limon and Graham—will all be developed. Beginning work on alignment, co-ordination problems, phrasing and movement qualities. Four meetings per week, one and one-half hours each.

No audition necessary. Limited to twenty-five students. First semester. Omitted 1982-83.

**13s. Modern Dance I.** Same description as Dramatic Arts 13.

Second semester. Omitted 1982-83.

**14. Modern Dance II.** An introduction to the basics of modern dance and ballet, followed by a survey of modern dance techniques including Cunningham, Limon, and Graham. The Limon technique will be emphasized through its application to a specific piece of choreography. The course will include four weeks of modern dance basics, three to four weeks of ballet basics, and five to seven weeks of survey of modern dance techniques. During the final eight weeks part of two classes each week will be devoted to repertory. Four meetings per week, one and one-half hours each.

Requisite: Dramatic Arts 13 or equivalent. Second semester. Omitted 1982-83.

**15s. Modern Dance III.** An exploration of theory and practice of modern dance at the intermediate level. Eight weeks of intensive training in the Limon technique, stressing the vocabulary and the development of physical skills needed for a complete understanding of this technique, six weeks of general survey of modern dance techniques, including Graham and Cunningham as well as Limon. A specific work from the Limon repertoire will be staged with the class. During the final eight weeks part of two classes each week will be devoted to repertory. At least two members of the company will teach their areas of expertise for periods of approximately one month each. Four meetings per week, one and one-half hours each.

Requisite: Dramatic Arts 14 or equivalent. Second semester. Omitted 1982-83.

**16f. Modern Dance IV.** Intermediate level modern dance techniques. Work on alignment, fine coordination, and phrasing, as well as some creative exploration. Three meetings per week, two hours each.

Requisite: At least one course in modern dance or ballet, or the equivalent. First semester. Professor Waltner.

**17s. Modern Dance V.** Exploration and theory of modern dance at the advanced level. This course will stress intensive instruction in the Limon technique and supportive work in ballet. Beginning early in the course, the class will work with the problems and practice of repertory performance on a professional level. Various members of the company will teach their areas of expertise for periods of approximately one month each. Four meetings per week, one and one-half hours each.

By audition. Second semester. Omitted 1982-83.

**18. Movement for Actors.** A beginning course in all aspects of movement for the stage. The first four weeks will be a concentration on basic locomotor movement including walking, posturing, flexibility, character, falling, body focus, tumbling and stylization. The remainder of the semester will be an introduction to musical comedy styles with beginning elements of tap, jazz, folk, rock and character. No previous training is required. Three to four meetings per week, one hour each.

Limited to twenty students. Second semester. Omitted 1982-83.

**20. Acting II.** An examination of the actor's preparation of a role: interpretation of script and role, finding the characterization, outward expression of character and situation, contact with fellow performers. The course will focus on the study and presentation of scenes from various periods and styles of dramatic literature. Two sessions per week of two hours each.

Requisite: Dramatic Arts 12 or equivalent. Limited to sixteen students. Second semester. Omitted 1982-83. Professor Boughton.

**24f. Drama Before 1850.** An investigation of dramatic literature and theater history from their beginnings through the early nineteenth century. Among the playwrights whose works will be studied are Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Calderon, Marlowe, Shakespeare, Jonson, Webster, Racine, Moliere, Congreve, Sheridan, Schiller and Goethe.

First semester. Omitted 1982-83.

**25. The Beginnings of Modern Drama: Büchner to O'Neill.** This course will examine both the realistic and non-realistic modes of drama in the nineteenth and early twentieth centuries. Ten to twelve plays will be discussed including works by such playwrights as Büchner, Ibsen, Strindberg, Chekov, Shaw, Jarry, Synge, Gorki and O'Neill. The approach to the plays will stress the dramas as performance, focusing particularly on the relationship of script to audience. Where appropriate, plays will be set in the context of theater centers like the Moscow Art Theater, The Theatre Libre, The Abbey Theater, and the Provincetown Theater.

First semester. Professor Mennen.

**26. The Modern Theater.** An investigation of twentieth century theater with emphasis on symbolism, expressionism, surrealism, and absurdism. Staging theories of Meyerhold, Piscator, Brecht, Artaud and Grotowski will be examined in relation to plays by such authors as Pirandello, Cocteau, Sartre, Giraudoux, Brecht, Beckett, Pinter, O'Neill, Williams, Albee, Baraka and Bullins. Changing relationships of twentieth century drama to audiences will be explored through discussion, scene work, and attendance at relevant productions.

Second semester. Professor Mennen.

**28f. American Drama.** An intensive examination of fourteen plays by American dramatists. The course will begin with a few nineteenth century dramas but will focus on the twentieth century American Theater. By proceeding chronologically we will seek the persistent concerns and forms of American drama and will compare the evolutions of black American drama and white American drama. In addition to the works of "major" American playwrights—O'Neill, Williams, Miller, Albee—we will study plays by Mowatt, McKay, Rice, Anderson, Odets, Ward, Hellman, Hansberry, Baraka and Shange. Three hours class meeting, twice weekly.

First semester. Omitted 1982-83.

**32. From Text to Performance.** Focusing closely on certain plays by one or two playwrights, the course will be concerned with the relationship between literary criticism, dramatic theory, and the roles of the actor and director within the theater. Selection of plays to be studied each year will be made from the works of major playwrights such as Chekhov and Shakespeare.

Requisite: Dramatic Arts 12 or equivalent. Second semester. Professor Boughton.

**38f. Problems in Film Criticism.** The topic of this course changes annually.

Limited to thirty students. First semester. Omitted 1982-83.

**42. Introduction to Design: Concepts.** Introduction to the art of theatrical design, and the role of the designer in the production process. An examination of the graphic tools—line, form, color, balance, rhythm, etc.—and the designer's use of these tools in the development of the design idea. Emphasis is placed on the student's ability to understand and utilize spatial relationships; to visually express conceptual themes; and to work with scale and basic drafting conventions. Specific attention is paid to the contribution of such artists as Craig, Appia, Urban, and Jones, towards forming the base of modern theatrical design. Two one-and-one-half hour meetings per week.

Limited to twenty students. Second semester. Professor Moran.

**43. Introduction to Design: Principles.** Introduction to the specific fields of scene, lighting and costume design, through the controlled use of color, line, space, mass, and light; with emphasis placed on the development of conceptual statements from the text, and the application of these to the stage. The course will examine stylistic treatments such as realism, naturalism, expressionism, symbolism, and constructivist and environmental design. It will also cover the various uses, problems and practical considerations of proscenium, thrust, and arena staging. Course work is intended to enable the student to make practical application of the conventional materials and techniques of contemporary design. The basic skills of sketching, perspective drawing, and drafting will be covered as a means of nonverbal communication. The work of such influential designers as Bay, Mielziener, Aronson, Oenslager, and Simonson will be discussed, as will the contribution of such non-theater artists as Picasso, Chagall, and Dali.

Limited to twenty students. First semester. Professor Moran.

**45s. Technical Production Seminar.** A study of modern production techniques in relation to the collaborative role of designers and other stage artisans, including analysis of the production process from development of the concept through its execution. Attention will be paid to graphic and aesthetic aspects, modern techniques in all areas of production (lighting, painting, costuming and management) as well as scenographic and traditional scenic techniques. Emphasis is placed on the development of theatrical problem solving and inventiveness both in approaching the technical aspects of a production, and in the adaptive application of these techniques to the stage.

Second semester. Professor Moran.

**46f. Seminar in Stage Lighting.** An introduction to the theory and techniques of theatrical lighting design, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color. The course work is intended to develop the student's awareness of the controllable properties of light and theories of applying these properties, and the ability to translate their own ideas to the stage. Technology and drafting conventions will be covered to the extent necessary for students to develop and demonstrate their ideas in project form. The uses of effects, projection, and design for dance, musicals, and film will be considered.

First semester. Professor Moran.

**48f. Directing.** Theories and techniques for mounting productions. Scenes from various types and modes of drama will be directed by members of the class and the course will culminate in the direction by each student of a play for public presentation.

Requisite: Dramatic Arts 32 or consent of the instructor. Limited enrollment. First semester. Professor Boughton.

**51. Elementary Dance Composition: Improvisation.** Techniques of movement exploration to expand the range of movement responses to a variety of problems and scores. Students will work both individually and in groups and will examine movement as a form of communication and as an art form. Course work includes in-class exercises, critical reviews and a final project based on students' individual interests.

To be given at Amherst College. First semester. Professor Waltner.

Also to be given first semester at Smith College (Dance 151a) and Hampshire College (Dance 151).

**51s. Elementary Dance Composition: Improvisation.** Same description as Dramatic Arts 51.

To be given at the University of Massachusetts (Dance 151). Second semester.

**52f. Dance Composition I: Intermediate.** Study of the principles and elements of choreography. Guided practice in the construction of movement phrases, followed by longer solo and small group studies. Exploration of basic skills for choreography. Studies assigned in the use of: time, space, energy, motion, character development, rhythm, costumes and props, comedy, space-in-the-building (environment), music. Final creative project and performance attendance required. Readings: Ben Shahn, *The Shape of Content;* Doris Humphrey, *The Art of Making Dancers;* Louis Horst, *Pre-Classic Dance Forms, Modern Forms;* Marjorie Turner, *New Dance: Approaches to Non-Literal Choreography.* Three meetings per week.

To be given at Smith College (Dance 252a) and the University of Massachusetts (Dance 252). First semester.

**61s. Music for Dance.** Survey of music repertory and exploration of music resources for dance. Musical notation of dance rhythm: learning how to follow a ballet or modern dance score; relationships of musical and dance forms. Two meetings per week. Offered in alternate years.

To be given at the University of Massachusetts (Dance 261). Second semester.

**71. Dance in the Twentieth Century.** This course begins by making connections between the nineteenth century dance (ballet) and modern dance through Daighilev's work. Attention is then focused on the great American dance pioneers: Isadora, Denis-Shawn, Graham, Humphrey. The course briefly treats many Europeans who contributed to dance, but considers particular major personalities, designers, choreographers, musicians, and performers. Emphasis is on relationships of personality, style and philosophy to technical and social developments. Class work consists of lectures, films, readings, a long paper, a mid-term and final exam. Readings include: Richard Buckle, *Nijinsky*; John Martin, *Introduction to Dance*; Lynne Emery, *Black Dance*; Walter Terry, *Dance in America;* Nadel, *The Dance Experience*; Don MacDonagh, *The Rise and Fall and Rise of Modern Dance*; Selma Jean Cohen, *Seven Statements of Belief.*

To be given at Mount Holyoke College (Dance 171) and Smith College (Dance 171a). First semester.

**71s. Dance in the Twentieth Century.** Same description as Dramatic Arts 71.

To be given at the University of Massachusetts (Dance 171). Second semester.

**73s. History of Dance.** This course defines the concepts: primitive, archaic, classic; it traces the role of the creation myth and symbol making in several different cultures, and it focuses more specifically on the development of European dance forms through the Middle Ages. Class work consists of lectures and readings; one long paper, a mid-term exam, and a final exam. Readings include: Curt Sachs, *World History of the Dance*; Lincoln Kirsten, *Dance, A Short History*; Agnes de Mille, *History of Dance.*

To be given at Mount Holyoke College (Dance 273). Second semester.

**84f. Effort/Shape: Language of Movement and Observation.** This course will allow students to begin to work with Effort/Shape analysis as a technique for describing, measuring and classifying human movement. We will examine how Effort/Shape analysis describes patterns of movement which are constant for an individual and which distinguish him from others, and we will explore how such analysis delineates a behavioral dimension related to neurophysiological and psychological processes. In addition to becoming familiar with basic Effort/Shape parameters of movement, efforts and effort states, students will be able to discover and examine their personal movement preferences with the potential for expanding their own repertoire and understanding how their movement serves them. The course will attempt to bring together students from different disciplines. We will combine theoretical research and experiential work with the application of this knowledge in an area of relevance to the students participating. Examples of such areas are movement in education, non-verbal communication and movement therapy. Throughout the term, readings and observation projects will be assigned. Two two-hour meetings per week.

Limited to fifteen students. To be given at Hampshire College (Dance 285). First semester.

**77. Conference Course.** Conference course for Honors candidates in Dramatic Arts.

Open to Seniors. First semester. The Department.

**78. Conference Course.** Continuation of Dramatic Arts 77 for Honors candidates in Dramatic Arts.

Second semester. The Department.

**97, H97. Special Topics.** Independent Reading Course. Full or half course.

Admission with the consent of the instructor. First semester. The Department.

**98, H98. Special Topics.** Independent Reading Course. Full or half course.

Admission with the consent of the instructor. Second semester. The Department.

# ECONOMICS

Professors Aitken*, Beals, Kohler and Nicholson*; Associate Professors Westhoff (Chairman) and Woglom; Assistant Professors Henderson, Janis, Kaufman and Yarbrough.

*Major Program.* All students majoring in Economics must take eight courses in the Department. These courses must include Economics 11, 13, 14, 15, and 77. Mathematics 11 or equivalent is also required. Substitution of another course for one of the required courses is not ordinarily permitted. Exceptions are considered only if a written request is submitted to the Chairman of the Department prior to initiating the other work. Students who transfer to Amherst, and who wish to receive credit toward the major requirements for work done before coming to Amherst, must obtain written approval from the Chairman. Each candidate for a degree in Economics is required to pass a written comprehensive examination given early in the Senior year. Students who are candidates for Honors must take Economics D78.

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*On leave 1982-83.

Students intending to pursue graduate study in Economics are strongly advised to take additional courses in mathematics beyond Mathematics 11.

Economics 11 (or 11s) is a requisite for all other courses in Economics. Students may be excused from this requirement if they demonstrate an adequate understanding of basic economic principles. A competency examination is given annually early in the first semester.

Unless otherwise specified, all courses are open to Freshmen.

*Note on Pass/Fail Courses.* Economics 11 may be taken on a Pass/Fail basis only with the consent of the course chairman. No student planning to major in Economics should request this option. Other courses required for a major in the Department may not be taken on a Pass/Fail basis except in unusual circumstances (e.g., Seniors not majoring in Economics who wish to broaden their knowledge of economics). Courses not required for the major may be offered on a Pass/Fail basis at the discretion of the instructor.

**11. An Introduction to Economics.** A study of the central functions and problems of an economic system, of the principles and practices of our economy, and of alternative forms of economic organization and control. One lecture and three hours of discussion per week.

Requisite for all other courses in economics. Limited to Amherst College students. First semester. Professors Henderson, Janis, Kaufman, Westhoff (Course Chairman) and Yarbrough.

**11s. An Introduction to Economics.** Same description as Economics 11.

Limited to Amherst College students. Second semester. Professors Beals (Course Chairman), Henderson, Kaufman, Kohler, Westhoff, Woglom and Yarbrough.

**13. Macroeconomics.** This course develops the tools of modern macroeconomic theory to analyze the effects of monetary and fiscal policy on economic activity, inflation and employment. The post-1961 experience in macroeconomic policy-making is then interpreted using the theoretical tools. The purpose of this exercise in interpretation is twofold: First, it should give the student an appreciation of what economists think they have learned about how monetary and fiscal policies can be used to meet macroeconomic objectives. Second, by pointing up remaining unresolved issues it should help to explain why many widely respected economists have radically different views on the proper conduct of monetary and fiscal policy. Three class hours per week.

Requisites: Economics 11 and Mathematics 11 or equivalent. Enrollment limited. First semester. Professor Woglom.

**13s. Macroeconomics.** Same description as Economics 13.

Enrollment limited. Second semester. Professor Henderson.

**14. Microeconomics.** An introduction to the theory of utility and demand; the nature of cost and production function; diminishing returns and short-run cost curves; returns to scale and long-run cost curves; competitive pricing; the pricing of productive services; the theory of monopoly; the theory of oligopoly; property rights and the distribution of income; general equilibrium. Three class hours per week.

Requisites: Economics 11 and Mathematics 11 or equivalent. Enrollment limited. Second semester. Professor Kohler.

**14f. Microeconomics.** Same description as Economics 14.

Enrollment limited. First semester. Professor Westhoff.

**15. Economic Statistics.** A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems. Three class hours per week.

Requisites: Economics 11 and Mathematics 11 or equivalent. Except with special permission of the departments concerned, this course and Mathematics 17 may not both be taken for credit. First semester. Professor Beals.

**17. Radical Perspectives on Capitalism.** A study and analysis of the arguments of major critics who predict, and frequently advocate, the demise of the capitalist economic system and some of whom present a vision of what they call a more perfect noncapitalist society. Includes a program of reading and discussing works of Karl Marx, of his followers (in the Old Left as well as in the New Left), and of non-Marxists of similar persuasion. Includes also a look at experiments, outside the Soviet and Chinese orbits, with alternatives to capitalism, on the national level, as in Sweden, or on a smaller scale, as in communes throughout the world. Two seventy-five minute meetings per week.

Requisite: Economics 11. First semester. Omitted 1982-83. Professor Kohler.

**18f. Financial Accounting.** The course introduces students to the concepts of financial accounting including the interpretation and analysis of financial statements. After these concepts have been introduced, the course will analyze how financial statements can be used to understand the operation and functions of organizations, both public and private. Attention will be given to how financial reporting facilitates internal control as well as external accountability of large organizations. Finally, the effect of accounting rules on economic decisions and thereby on the overall allocation of resources is examined. Specific examples in this area that will be covered include: the effects of depreciation rules on investment, the importance of foreign currency fluctuations, the treatment of inflation in financial statements. Two seventy-five minute meetings per week. Preference given to Seniors.

Requisite: Economics 11. Limited to thirty-five students. First semester. Professor Mannino.

**19. Natural Resources.** A study of the relation between natural resources and economic activity. An introduction to modern economic models of renewable and nonrenewable resource use will serve as a basis for critical evaluation of major writings from T. R. Malthus (1798) to the present. The class will also examine current issues in population and resource management in order to assess the possibility of ecological catastrophes (mass starvation, overcrowding, extinction of species). Three class hours per week.

Requisite: Economics 11. First semester. Omitted 1982-83.

**20. Economics and Property Rights.** An introduction to the definition of property and its role in economic and legal analysis. The individual topics covered in any semester will vary, but may range over such areas as the use of common property resources (fisheries, outer space), the historical development of private property and its regulation (feudalism, zoning), liability law (products liability, negligence, pollution), contracts, torts, and the relationships between property, equity, individual freedom and the public interest. Two meetings per week.

Requisite: Economics 11. Second semester. Professor Janis.

**22f. Human Resources.** An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas. Two meetings per week.

Requisite: Economics 11. First semester. Professor Kaufman.

**24f. The American Economy.** An examination of the structure and operation of the economic system of the United States. Particular emphasis will be placed upon how different types of markets and industrial structures can lead to various competitive (and anti-competitive) behaviors, and how these factors can affect the performance of the economy. We will also look at certain aspects of public policy and of current economic issues. Two meetings per week.

Requisite: Economics 11. First semester. Professor Janis.

**25s. The Regulated American Economy.** An analysis of public policy choices in dealing with economic problems of size, power and pricing. The attempts of government to control various enterprises through enforcement of antitrust laws and through direct regulation or ownership will be examined and considered in the light of actual and potential situations. Two meetings per week.

Requisite: Economics 14 or 24. Second semester. Professor Janis.

**26f. Consumer Behavior.** An examination of selected topics which illustrate the ways in which individuals make choices. The course is primarily empirical, but a few theoretical hypotheses are investigated. Particular topics covered vary from year to year depending on the interests of students in the course. Possible subjects for study are: the economics of the family and fertility; labor force behavior of married women; the decision to purchase durable goods and to obtain consumer credit; the economics of life insurance; gambling, consumerism and product safety; and the economics of inheritance. Three class hours per week.

Requisite: Economics 11. Limited to thirty students. First semester. Omitted 1982-83. Professor Nicholson.

**27. The Industrialization of Europe.** This course analyzes the economic development of Europe, with particular reference to the emergence of industrialism in Great Britain in the eighteenth century, its diffusion to continental Europe in the nineteenth, and its impact on the rest of the world through international trade, investment, and migration. Technological change is particularly emphasized. Three class hours per week. Offered in alternate years.

Requisite: Economics 11. Not recommended for Freshmen. First semester. Omitted 1982-83. Professor Aitken.

**28. American Economic History.** A study of the economic development of the United States from colonial times to the present. Three class hours per week.

Requisite: Economics 11. Second semester. Omitted 1982-83. Professor Aitken.

**29. The History of Economic Ideas.** An inquiry into the development of economic theory, covering both representatives of the orthodox classical tradition and selected economic "heretics" and innovators. Three class hours per week.

Requisite: Economics 11. First semester. Omitted 1982-83. Professor Aitken.

**30. Advanced Economic Theory.** An examination of several topics in economic theory which build upon the concepts developed in Economics 13 and 14. In addition, several quantitative techniques will be introduced which are widely used to analyze economic problems. Topics to be covered include linear programming, the simplex method, the duality theorem, nonlinear programming, game theory, general equilibrium theory, and growth theory. Three class hours per week.

Requisite: Economics 14 or consent of the instructor. Second semester. Omitted 1982-83. Professor Westhoff.

31s. **Public Finance.** An introduction to the economic analysis of the revenue and expenditure activities of governments. Emphasis is placed on the effects of government policies on the allocation of resources and the distribution of income. Three class hours per week.

Requisite: Economics 11. Second semester. Professor Westhoff.

32. **Problems in Economic History.** An advanced seminar in economic history intended primarily to provide further training in analysis, bibliography, and interpretation. One two-hour seminar per week.

Requisites: Consent of the instructor and either Economics 27 or 28. Limited to fifteen students. Second semester. Omitted 1982-83. Professor Aitken.

33. **Monetary Macroeconomics.** The course begins with an analysis of the ways in which the money supply affects economic activity, including employment inflation and interest rates. The various theories of how monetary policy should be conducted are developed. With this background the course concludes with an examination of the recent record of the Federal Reserve Board's conduct of monetary policy, including political-economic aspects of that record. Three class hours per week. Alternates with Economics 34.

Requisite: Economics 13. First semester. Omitted 1982-83. Professor Woglom.

34. **Financial Institutions and Markets.** This course provides an overview of the role of financial markets in the economy. It begins with an analysis of the financial theories that explain the way financial assets channel savings to the most productive investments; the factors determining prices on different financial assets; the economic role of banks. Then the major institutions and markets in the U.S. financial system are described. The course concludes with an analysis of government regulation of financial markets: Is regulation necessary for safe and efficient financial markets; have current regulations fostered or hindered the achievement of safety and efficiency? Three class hours per week. Alternates with Economics 33.

Requisite: Economics 14. Limited to thirty students. Second semester. Professor Woglom.

35. **The World Economy.** An analysis of economic relationships among countries. Includes a study of the balance of payments concept, the international currency system, and government adjustment policies, as well as the pure theory of international trade (why nations trade, the role of protectionism, of regional trade organizations, and the international mobil-

ity of productive factors). Three class hours per week.
Requisite: Economics 11. First semester. Professor Kohler.

**36f. Economic Development.** An examination of the economic problems of less developed countries, with particular reference to the interaction of economic and noneconomic factors. Topics to be covered include agricultural and industrial development, labor and capital requirements, market development, foreign investment, foreign aid, imperialism and the role of government in the development process, Three class hours per week.
Requisite: Economics 11. First semester. Omitted 1982-83.

**37s. Advanced International Economics.** International monetary theory, advanced international trade theory, and their application to economic policy. The first part of the course is macroeconomic in nature. Topics include mechanisms of adjustment in the balance of payments, policies for internal and external balance, and the international monetary system. The second part of the course centers on advanced topics in the microeconomic side of trade including examination of the determinants of international trade patterns, the costs and benefits of restricting trade, and the way trade influences national economic welfare and income distribution. Three class hours per week.
Requisite: Economics 13, and 14 or 35. Second semester. Professor Yarbrough.

**38f. Socialist Economic Systems.** A study of blueprints of the centrally-planned as well as the market-directed socialist economy and of the character and evolution of the economic institutions of actual socialist societies. Includes a program of discussing the economic systems of the Soviet Union and other countries in Eastern Europe, of Yugoslavia, China, and Cuba, of communes throughout the world, and of selected West European countries (Sweden, Great Britain, France). Two seventy-five minute meetings per week.
Requisite: Economics 11. First semester. Professor Kohler.

**40. Health Economics.** This course is designed to familiarize students with the application of economic analysis to health care. Emphasis will be placed on the supply and distribution of medical personnel, the financing of health care, the problems of rising hospital costs, alternative organizational forms for the delivery of medical care, and the role of government in each of these areas.
Requisite: Economics 11. Second semester. Professor Kaufman.

**46. Empirical Economics.** A continuation of Economics 15 (Statistics). Stress is placed on the importance of both econometric techniques and economic theory for the study of real-world economic relationships. Several different subjects which illustrate empirical economic research are examined. The particular issues examined will vary from year to year but will usually include examples drawn from: labor market economics, technical progress and production, consumer economics, supply and demand for particular goods or services, the evaluation of social programs, and macroeconomic stabilization policy.

Requisites: Economics 15 (or equivalent) and some knowledge of economic theory. Second semester. Professor Beals.

**77. Senior Seminar.** Required of and restricted to Senior majors in Economics.

First semester. Professors Beals and Woglom.

**D78. Senior Honors Seminar.** Preparation of a thesis on a topic approved by the Department. A double course. Required of Seniors majoring in Economics who are candidates for Honors. Approval of the Department Chairman is required.

**97, H97. Special Topics.** Independent Reading Course. A full course or a half course.

First semester.

**98, H98. Special Topics.** Independent Reading Course. A full course or a half course.

Second semester.

# EDUCATION

Professors Grose, Hawkins*, Olver and Raskin*.

The following courses offered by the several departments are listed for the convenience of students who are interested in education and teaching. Students seeking to be certified for public school teaching positions should consult the separate materials in the Career Counseling and Registrar's Offices concerning courses available at the Five Colleges and state certification requirements.

**Developmental Psychology.** See Psychology 27s.

Requisite: Psychology 11. Limited to twenty-five students. Second semester. Professor Krufchuk.

**Educational Psychology.** See Psychology 34.

Requisite: Psychology 11. Seminar course limited to fifteen students with consent of the instructor. Not open to Freshmen. Second semester. Omitted 1982-83. Professor Grose.

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*On leave 1982-83.

**Seminar in American Educational History.** See History 66f.

Limited to fifteen students. First semester. Omitted 1982-83. Professor Hawkins.

# ENGLISH

Professors Cameron, Chickering, Cody*, Craig, DeMott, Guttmann, Heath, Peterson, Pritchard, Sofield (Chairman) and Townsend; Visiting Writer Lelchuk; Associate Professors O'Connell, Rushing* and Waller; Assistant Professors Kay, Parker and Wexler.

*Major Program.* The English Department acknowledges that a diversity of interests and motives leads students to declare a major in English. Rather than require a particular sequence of courses for all students, the Department prefers to see its responsibility as a contract with the student to provide guidance, criticism and support as the student undertakes responsibility for planning his or her own course of literary study. Such subjects as literary history, English literature seen in the context of other literatures or other arts, literary criticism and theory, literature in various interdisciplinary contexts, the teaching of literature, writing and the creative arts, suggest ways of concentrating the study of literature in the Department. Students should plan their programs with a view toward realizing a coherent relation between their own interests and the general field of literary studies, drawing upon courses within, or approved by, the Department. All students majoring in English should take English 11, English 20 (Introduction to Literary Studies), and at least six other courses.

*Senior Tutorial.* Students who wish to propose an independent project—usually a written essay or gathering of essays on a literary subject, but other kinds of projects may be approved—may ask for admission to English 77 and 78, the Senior Tutorial. After discussing their plans with their advisor and any other teacher from whom they wish help, students should submit before the end of their Junior year a proposal to the Department for approval and for assignment to a tutor for supervision. At the end of the first semester, the tutor will recommend to the student and the Department whether or not the student should continue with the project for a second semester. Students intending to do a project in verse, fiction, play-writing, or autobiography, must submit a substantial example of their work in this mode at the time they apply for admission to the Senior Tutorial.

*Honors Program.* Students who wish to be considered for Honors at graduation must elect English 77 and 78. Their work in this course will be read and evaluated by a departmental committee and discussed with the student in an interview. The Department will recommend for Honors students whose work in the Department shows evidence of distinction; recommendations will take account of independent work in the Senior Tutorial, work in departmental exercises, and work in the courses comprising the student's major program.

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*On leave 1982-83.

*Graduate Study.* The English Department does not view its educational mission as primarily the preparation of students for graduate work in English. Students who are interested in graduate work can, however, prepare themselves for such study through sensible planning. They should discuss their interest in graduate work with their advisor so that information about particular graduate programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career can be sought out. Students should note that most graduate programs in English or Comparative Literature require reading competence in two, and in many cases three, foreign languages. Intensive language study programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

*N.B.* The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

**11. Introduction to English: Reading.** Centering on familiar modes of literature but including as well other kinds of writing and expression, the course aims to exercise the student's imagination as a reader and to consider what we learn from what we read. This course is conceived as of interest to students at any level of preparation, including those with a background of advanced literary study in secondary school. It is taught in separate sections which follow a common syllabus; writing assignments are frequent. Three hours of classroom work per week.

First semester. The Department.

**15. Reading and Writing Poetry.** A first course in poetic composition, approached through a sequence of literary imitations and critical essays. Readings will include such writers as Shakespeare, Robert Frost, John Donne, Sylvia Plath, Emily Dickinson, W. B. Yeats, T. S. Eliot, John Keats, Wallace Stevens, Wordsworth, Whitman, Tennyson, Crabbe, and others. Two class hours per week, plus individual conferences on original student work.

Not open to Freshmen. First semester. Omitted 1982-83. Professor Chickering.

**19s. Film and Writing.** A course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading. Frequent short papers. Two two-hour class meetings and one screening per week.

Second semester. Professor Cameron.

**20. Introduction to Literary Studies.** A course for all students considering a major in English, exploring the uses and the place of literature in modern life, as well as various approaches to the study of literature.

Not open to Freshmen except with consent of the instructor. Second semester. The Department.

**21. Advanced Composition.** Creative writing: reading and writing the short story. Students must submit materials (fiction preferred) to the English office.

Not open to Freshmen. Limited enrollment. First semester. Visiting Writer Lelchuk.

**22. Advanced Composition.** A continuation of English 21.

Second semester. Visiting Writer Lelchuk.

**23. Composition.** Organizing and expressing one's intellectual and social experience. The purpose of this course is to prepare students in their Junior or Senior year to write an autobiographical essay assessing their own intellectual and social experiences. This essay, which is the final work of the course, begins from the consideration of a twentieth century work of autobiography selected in conference with the instructor. For each class meeting the student writes a sketch or short essay of self-definition in relation to other people, using language in a particular way—for example, as the spectator of some situation, or as a participant in it. Two meetings per week.

Open to Juniors and Seniors. Limited to fifteen students. First semester. Professor Craig.

**25s. American Men's Lives.** A study of what it is and what it has been to be a man in America. Questions about growing up male, about friendship, homosexuality and marriage, and about work will be raised and discussed in terms of works that are, for the most part, literary. They will be chosen from the writings of Anderson, Baldwin, Cleaver, Faulkner, Hemingway, Howells, James, Lowell, Mailer, Melville, Parkman, Updike, and Whitman.

Not open to Freshmen except with consent of the instructor. Limited to twenty students. Second semester. Professor Townsend.

**26. The Literature of Madness.** A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended "confessional" narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an "abnormal" voice and to experiment with a "mad monologue." The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts.

Open to Juniors and Seniors and Sophomores with consent of the instructor. Second semester. Omitted 1982-83. Professor Peterson.

27. **Old English.** This course has three goals. (i) The rapid mastery of Old English (Anglo-Saxon) as a language for reading knowledge. Selected prose and short poetry will be read in the original, including *The Wanderer, The Seafarer, The Dream of the Rood, The Battle of Malden.* Literary awareness of the texts is emphasized over linguistic analysis. (ii) The development of critical imagination and verbal sensitivity in reading poetry. Students will declaim verses and write short critical papers. (iii) An examination of the salient features of Anglo-Saxon culture, A.D. 650-1050, as expressed through its literary achievements. This course prepares students to read *Beowulf* in the original. Three class hours per week.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1982-83. Professor Chickering.

28. **Beowulf and the Heroic Mode.** A reading of *Beowulf* in the original, with the aid of translations. Why is *Beowulf* a great poem? How does it test the Anglo-Saxon view of heroism? What are the values and limitations of the heroic mode of experience? Other works in the heroic mode will be read, such as Malory's *The Death of King Arthur* and the Old Icelandic *Njals saga* (in translation). Modern reactions to the heroic mode, such as John Gardner's *Grendel,* will also be read. Three class hours per week.

Requisite: a reading knowledge of Old English. Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1982-83. Professor Chickering.

29. **Medieval Arthurian Romances: Texts and Contexts.** Selected major Arthurian romances will be read in translation, both as free-standing imaginative experiences and in the contexts of contemporary literary activity, social history, philosophical and theological ideas, and the history of "the Matter of Arthur." The Arthurian texts will be Chretien de Troyes's *Yvain* and *Lancelot,* Gottfried von Straussburg's *Tristan, Sir Gawain and the Green Knight,* and selections from Sir Thomas Malory. Contexts will include *The Song of Roland,* Geoffrey of Monmouth's *History of the Kings of Britain,* documents from the court of Marie of

Champagne, selected troubadour lyrics, depictions of the Roland and Arthur legends in art and architecture, and short selections from Peter Abelard, Bernard of Clairvaux, Anselm, Augustine, and other philosophers. The emphasis of the course will be equally on the close reading of texts and the imaginative invention of contexts. Three class hours per week.

Not open to Freshmen except with consent of the instructor. First semester. Professor Chickering.

**30. Chaucer: An Introduction.** The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor and irony. Three class hours per week.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Chickering.

**31s. Dante.** *The Divine Comedy* considered as a hybrid of literary forms, an autobiographical epic, which contains and exploits antithetical narrative designs present individually in earlier ancient and medieval works. The course focuses on how Dante achieves this dialectical synthesis of epic and confession, while also combining the pagan and Christian traditions of Western thought. Background readings include selected portions of Virgil's *Aeneid*, St. Augustine's *Confessions*, and, time permitting, more recent examples of the literature of the self (Wordsworth, Dostoevsky, Doris Lessing). All readings are in English translation, but students who read in Latin or Italian are particularly welcome. Three hours of classroom work per week.

Not open to Freshmen unless they have taken English 11. Second semester. Omitted 1982-83. Professor Waller.

**32f. Fictions of the Renaissance.** A study of several writers—Italian, French, and English—who have come to exemplify "Renaissance" literature for us. We will begin with the Italian authors of the fourteenth century who first formulated the story of a new age of letters, and then follow the history of that story as it unfolds through several of the major fictions written in the context that it helped to provide. Thus the course will not simply present texts as belonging to or coming from the formative years of the Renaissance, but will present "the Renaissance" itself as a kind of text—one whose fictions have proved exceptionally powerful—which we might also try to read. Readings will be drawn principally from the earlier Renaissance literature of each of the three national traditions we will be examining. They will include selections from Petrarch's *Canzoniere* and Boccaccio's *Decameron*, Ariosto's *Orlando Furioso*, Spenser's *Faerie Queene*, Machiavelli's *Discourses*, Castiglione's *Book of the Courtier*, Marguerite de Navarre's *Heptameron*, Rabelais's *Gargantua* *and Pantagruel,* sonnets by Wyatt, Surrey, and Sidney, and a Shakespeare play.

First semester. Professor Waller.

**33. Sixteenth-Century English Literature.** An introduction to poetry, drama, prose by the major writers from Thomas Wyatt to William Shakespeare, including Philip Sidney, Edmund Spenser, Walter Ralegh, Thomas Kyd (*The Spanish Tragedy),* Christopher Marlowe. Thomas More (*Utopia*) and Erasmus (*Praise of Folly*) will be read in translation. Topics such as mythology, wit, courtly life, romantic love, pastoralism, Platonism, Senecan style, and revenge tragedy will be discussed in their relation to particular texts. Some reference to modern critical approaches.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1982-83. Professor Cody.

**34. Shakespeare.** A selection of the plays from the different genres in which Shakespeare wrote and from the different periods of his career: comedy, history, tragedy, romance, the sonnets. Each work selected will be studied in depth, with particular attention to its poetic language, the history of its staging and adaptation to the screen, and the course of its interpretation by scholars and critics down to the present. The works read in this seminar will usually not be those read in English 35 (see below), and a student may take either English 34 or 35 or both in either order.

Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1982-83. Professor Cody.

**35. Shakespeare.** Readings and discussion,with emphasis on Shakespeare's growth as dramatist and thinker. Two meetings per week.

Not open to Freshmen. Limited to twenty-five students. First semester. Professor DeMott.

**36. Seventeenth-Century Literature.** A critical and historical study of the major poets: Donne, Jonson, Herbert, Marvell, Milton, and Dryden. Three hours of classroom work per week.

Not open to Freshmen unless they have taken English 11 or have the consent of the instructor. Second semester. Professor Sofield.

**38. The Eighteenth-Century English Novel.** This course investigates our common association of novels with the private life and secret feelings of men and women. Readings from the first great British novelists, Defoe, Richardson, Fielding, Burney, Sterne and Radcliffe will be compared with selections from contemporary journals, biography and letters by Boswell, Johnson, Lady Mary Wortley Montague and Fanny Burney. Three hours per week.

Not open to Freshmen. Second semester. Professor Kay.

**39. Politics and Prose.** A study of the literature of political controversy and social change in England between 1650 and 1790 and the development of new prose forms. An investigation of political attitudes and images of society as expressed in essays, satires, and fictions about contemporary life. Readings from the works of Hobbes, Swift, Defoe, Johnson, Hume, Burke, Wollstonecraft, Carlyle and Mill. Three hours per week.

Not open to Freshmen. First semester. Professor Kay.

**41. Visionary Writing in England, 1660-1900.** A study of selected works of fiction, verse and autobiography by writers who have seen their art as a means of reaching, expressing or creating an alternative reality. Writers to be read will include Herbert, Vaughan and Milton; Bunyan; Blake, Wordsworth and Coleridge; Mary and Percy Shelley; DeQuincey; Emily Bronte; Swinburne and the pre-Raphaelite poets; Hopkins.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1982-83. Professor Heath.

**44. Readings in Romantic Poetry.** The writers studied in 1982-83 will be: Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Attention will be given to their prose (essays, letters, journals) as well as their poetry, and to their place in the context of revolutionary changes in the political and social thought of the late eighteenth and early nineteenth centuries. Three hours per week.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Heath.

**47s. The Nineteenth-Century English Novel.** The books read vary from year to year. Readings in 1981-82 included novels by Jane Austen, Charlotte and Emily Bronte, Dickens, George Eliot, and Thomas Hardy. Three hours of classroom work per week.

Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1982-83. Professor Heath.

**52f. Twentieth-Century British Poetry.** Lectures and discussion. Readings will include such poets as Hardy, Yeats, Eliot, Auden, Larkin, Hill, Heaney.

Not open to Freshmen. First semester. Professor Sofield.

**53s. Twentieth-Century American Poetry.** Readings and discussion of such poets as Frost, Stevens, Williams, Lowell, Jarrell, Plath, Merrill and Wilbur. Three hours of classroom work per week.

Not open to Freshmen except with consent of the instructor. English 11 recommended. Second semester. Professor Pritchard.

**54f. Story and History in English Fiction, 1910-1950.** A study of the ways in which selected English novelists in the first half of this century have used a variety of fictional forms to perceive and narrate connections between historical or social events and their visions of personal or private experience. Writers to be read will include most of the following: E.M. Forster, D.H. Lawrence, Virginia Woolf, Evelyn Waugh, Elizabeth Bowen, Graham Greene, George Orwell. Three hours of classroom work per week.

Not open to Freshmen. Limited to twenty-five students. First semester. Professor Heath.

55. **African Voices: Modern African Literature.** This course will focus on the major poets and novelists in contemporary African literature in English. Special attention will be given to characteristic themes such as neocolonialism, political corruption, racism and alienation. A book review and two papers will be required.

Not open to Freshmen. First semester. Omitted 1982-83. Professor Rushing.

56f. **Literary History of the Great War 1914-1918.** The war considered as a subject of memoir, fiction, and poetry. The approach taken is biographical, studying the lives and war experience of selected English and American writers: Vera Brittain, Charles Carrington, Robert Graves, Ernest Hemingway, Frederic Manning, Wilfred Owen, Edward Thomas, and others. Some reference to German, French, Italian war writers; to important contemporary writers in the modern movement: Pound, Eliot, D.H. Lawrence; and to the way wars have been written about from the historical and literary critical points of view: Fussell, Keegan, Orwell, Taylor, Trevelyan, Wilson, Woodward.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1982-83. Professor Cody.

57. **The Mode of Romance.** Critical study of a mode of representation in our culture which in its fictions of enchantment and disenchantment in love and adventure encodes a mystique constitutive of some of our most important values and practices. Texts range from medieval lyrics (songs of the troubadors) to present day popular culture (soaps and Harlequins) in a variety of genres and media, and will include (for example) works by several medieval writers, Shakespeare, Charlotte Bronte, Shelley, Flaubert, Richard Wagner, T.S. Eliot, Nabokov, and Truffaut.

Not open to Freshmen. First semester. Omitted 1982-83. Professor Cameron.

61. **Modern Satiric Fiction.** Readings from various English and American writers such as Shaw, Huxley, Hemingway, Ford Madox Ford, Wyndham Lewis, Waugh, Nabokov, Flannery O'Connor, Eudora Welty, Bellow, Updike, Mailer, Pynchon, Anthony Powell, Kingsley Amis. Lectures and discussion. Three hours of classroom work per week.

Not open to Freshmen. English 11 recommended. First semester. Professor Pritchard.

**66. Jewish Writers in America.** An examination of Jewish writers within the context of American literature and of American society, with special attention to the process of assimilation and the resultant crisis of identity. Among writers discussed are Abraham Cahan, Henry Roth, Saul Bellow, Norman Mailer, Bernard Malamud, and Philip Roth. One two-hour meeting per week.

Not open to Freshmen. Limited to twenty students. Second semester. Professor Guttmann.

**67. The Emergence of an American Literature.** A survey course which investigates the gradual development of a self-conscious and "original" American literature. Particular emphasis will be placed on the stylistic innovations and special cultural concerns which distinguish American writing from the Puritan experiment to the revolutionary national consciousness of Whitman and Melville. Critical pressure will be applied to the assumptions implicit in the conduct of a survey course. Thoughtful comparisons of "major" and "marginal" writers will be encouraged.

Not open to Freshmen except with consent of the instructor. First semester. Professor O'Connell.

**68. American Literature After the Civil War.** A continuation of English 67. The writers and topics covered in this course will change from year to year. For 1982-83 the course will examine the emergence of literary realism and the literary renaissance of the early twentieth century. Readings in the work of Whitman, Howells, Twain, James, Wharton, Dreiser, Adams, Chopin, Anderson, Eliot, Hemingway and Fitzgerald.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Townsend.

**70. Readings in American Literature.** The topic for 1982-83 will be Foremothers: American Women Novelists between 1853 and 1935. In a seminar setting we will discuss the works of major American women writers, most likely including Kate Chopin, Harriet Beecher Stowe, Charlotte Perkins Gilman, Sarah Orne Jewett, Edith Wharton, Willa Cather, Gertrude Stein, and Marie Sandoz. We will inquire into the relationship between these women's biographies and their work as well as discuss the formal values of their art.

Requisite: a prior course on American literature. Open to Juniors and Seniors. Limited to twenty students. Second semester. Professor Wexler.

**72. Women and Photography.** An historical and comparative inquiry into the role of women in the development of photography from 1839 to the present. The seminar will examine photographs by women and autobiographical, theoretical and critical writing on photography by women. We will look at the earliest jobs women held in photographic studios, the growth of the amateur movement, the sentimentalization of the domestic portrait, the pictorialists and the photo-secessionists, women photojournalists, women fine-art photographers, images of women in photographs, women's self-portraits, and current impulses toward deconstructing the facticity of the photograph, among other topics. Photographers to be studied will include: Julia Margaret Cameron, Frances Benjamin Johnston, Gertrude Kasebier, Imogen Cunningingham, Berenice Abbott, Margaret Bourke-White, Dorothea Lange, Barbara Morgan, Tina Modotti, Lisette Model, Helen Levitt, and Diane Arbus, among others. Critical writers will include: Lady Elizabeth Eastlake, Giselle Freund, Sarah Kofman, Susan Sontag, Estelle Jussim, and Janet Malcolm. Three class hours per week.

Not open to Freshmen. Enrollment limited. Second semester. Professor Wexler.

73. **Topics in Film Study.** The course will address from year to year topics in film study that will enable students with some prior experience to pursue further their interest in film. The topic for 1982-83 will be: *The History of Film.* Discussion will center on particular situations in film history—e.g., the technical beginnings, early American film, silent film in Germany and Soviet Russia, sound film in the American studio system, post-war film in Italy, the "new wave" in France and elsewhere, film in the third world. Attention will be paid to technological and ideological as well as to aesthetic considerations in studying these situations. Two class meetings plus one to two screenings per week.

Not open to Freshmen. Requisite: English 19 or other film course, or consent of the instructor. First semester. Professor Cameron.

74. **Photography and Literature.** A study of vision in nineteenth century America. Among writers discussed are Bradford, Higginson, Edwards, Hawthorne, Emerson, Whitman and Thoreau. Photographers include Southworth and Hawes, Brady, O'Sullivan, Jackson and Stieglitz. The course attempts to provide a broad understanding of the history of American photography as well as insight into the promise it held for writers concerned with ideas of nature, perception and American self-consciousness.

Open to Juniors and Seniors and Sophomores with consent of the instructor. Limited to fifteen students. Second semester. Omitted 1982-83. Professor Wexler.

76. **Literary Criticism.** What does it mean to be a critic of literature? This question will be explored by reading a number of poems, novels, poetic dramas, and seeing how they have been treated by such critics as Samuel Johnson, Matthew Arnold, I.A. Richards, T.S. Eliot, F.R. Leavis, William

Empson, R.P. Blackmur, and other more recent practitioners. Not a lecture course. Three hours of classroom work per week.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Pritchard.

**77. Senior Tutorial.** Independent work under the guidance of a tutor assigned by the Department. Open to Senior English majors with the consent of the Department. Students intending to take this course and its continuation, English 78, should submit their proposal to the Department secretary before the end of the preceding spring semester. *Students intending to do a project in verse, playwriting, or autobiography, must submit a substantial example of their work in this mode at that time.* First semester.

**D77. Senior Tutorial.** This form of the regular course in independent work for Seniors will be approved only in exceptional cases. First semester.

**78. Senior Tutorial.** A continuation of English 77. Second semester.

**D78. Senior Tutorial.** This form of the regular course in independent work for Seniors will be approved only in exceptional cases. Second semester.

**80. Contemporary Cultural Studies.** A seminar course. The aim is to develop standards suitable for assessing representations of contemporary social reality. Among the writers and performers studied are Norman Mailer, Tom Wolfe, Richard Sennett and Jonathan Cobb, Christopher Lasch, Studs Terkel, Harry Braverman, John Updike, Elvis Presley, and Bruce Springsteen. Topics figuring recently in student presentations and papers include television (serial comedy and drama, formats of news programs, etc.), musical groups (Talking Heads, Clash, others), documentary films (Pennebaker, Leacock, others), Vietnam war fiction and poetry, popular histories of the Sixties, advertising, celebrity journalism, the liberal, radical and conservative press. One class meeting per week.

Not open to Freshmen. Limited to twenty-five students. Second semester. Professor DeMott.

**86. Great Short Novels.** Lectures and discussion in the genre of the novella. Readings in Gogol, Melville, Dostoevsky, Tolstoy, Chekhov, Conrad, James, Kafka, Mann, Porter, Bellow, Oe, Tanizaki, Yehoshua. Two class meetings per week.

Second semester. Professor Lelchuk.

**88. Topics in the Novel.** The topic in 1982-83 will be the fiction of James Joyce. *Dubliners, A Portrait of the Artist as a Young Man, Exiles, Ulysses,* and some portions of *Finnegans Wake* will be read to discover the character and extent of Joyce's interest in and practice regarding the relation of language, representation, and culture. Two class meetings per week.

Open to Juniors and Seniors. Limited to twenty-five students. Second semester. Professor Cameron.

94. **Literary Theory.** Traditional and contemporary topics in literary theory, including metaphor, representation, allegory, narrative, and the ideology of criticism and creation, will be discussed with reference to texts by Plato, Aristotle, St. Augustine, Sidney, Goethe, Coleridge, Shelley, Baudelaire, Mallarmé, Benjamin, Paul de Man, Jacques Derrida, and selected French and American feminist theoreticians. Attention will also be given to the German philosophical tradition as it shares the preoccupations and problems associated with the activity of criticism.

Not open to Freshmen unless they have taken English 11 or have the consent of the instructor. Second semester. Professors Parker and Waller.

95. **"The Linguistic Turn": Language, Literature and Philosophy.** An investigation into the nature of language—its sounds, forms, rhythms, and structures—especially as it both informs and is informed by the reading of literary and philosophical texts. Our discussions will proceed analytically as well as historically, covering such issues as the problem of "proper names"; the nature and history of the sign; the applicability of theories of phonology, syntax, and semantics as "tools" for the analyses of texts; the notion of "style" in language and its limitations; the function of rhetoric and of speech acts as each pertains to the act of reading; the relationship between language and culture as well as between language and sexuality. Previous acquaintance with the principles of linguistics will not be assumed. Three hours of classroom work per week.

First semester. Professor Parker.

97, 98. **Special Topics.** Independent Reading Courses.

First and second semesters.

## RELATED COURSES

**Seminar on One Russian Writer: Vladimir Nabokov.** See Russian 25.

Open to Juniors and Seniors (and Sophomores with consent of the instructor). First semester. Professor Peterson.

**Introduction to African Poetry.** See Black Studies 33.

First semester. Omitted 1982-83. Professor Rushing.

**Introduction to African-American Poetry.** See Black Studies 34.

Second semester. Omitted 1982-83. Professor Rushing.

**Short Fiction from the Black World.** See Black Studies 35.
First semester. Omitted 1982-83. Professor Rushing.

**Images of Black Women.** See Black Studies 40.
Second semester. Omitted 1982-83. Professor Rushing.

**Readings in the European Tradition.** See European Studies 21.
First semester. Professor Margolis.

# EUROPEAN STUDIES

*Advisory Committee:* Professors Bezucha, Carre*, Cheyette*, Chickering, Commager, Giordanetti, Halsted, Kennick, Marshall (Chairman), Pemberton, Pitkin†, Sofield and White; Associate Professors Griffiths, Maraniss, Rabinowitz, Scher, Sweeney, J. Taubman*, Tiersky*, Upton‡ and Waller; Assistant Professors Basto†, Caron, Clark†, deVries*, Doran, Grayson, Hague, Kay, Machala, Margolis, Meister, Niditch, Sandler, Schastok, Slobin, Sommer‡, Wolfe, and Zajonc.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

*Major Program.* The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. The student will select these courses in consultation with an appropriate subcommittee of the Program. Of these six courses, two will be independent research and writing during the Senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double course (European Studies D77 or D78), in which case the total number of courses required to complete the major becomes seven.

In addition a major will take European Studies 21 and 22 during the Sophomore year or as soon as he or she elects a European Studies major. Save in exceptional circumstances a major will spend at least one semester of the Junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the Senior year he or she will give an oral presentation to

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*On leave 1982-83.
†On leave first semester 1982-83.
‡On leave second semester 1982-83.

faculty and students in the Program of his or her independent research and writing in progress. Because of the self-designed nature of the European Studies program, the thesis plays a major role in integrating the student's work in the program. Superior achievement in the thesis project will be considered for recommendation for the degree with honors.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

When designing their course schedules, majors should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges. To aid in choosing courses, the chairman of the European Studies Program can provide majors with mimeographed lists of pertinent courses given among the Five Colleges.

11s. **Introduction to European Civilization.** The history of Europe in the twentieth century is, in large measure, the story of technological and scientific triumph in the midst of self destruction. The High Culture of the Continent was not immune to this experience. "Art," wrote the Austrian composer Arnold Schoenberg, "is the cry for help of those who experience in themselves the destiny of men." This course is intended to introduce students to a wide variety of twentieth century European cultural products, and also to the critical methods for understanding them. Among the subjects to be discussed are Freud's *Civilization and Its Discontents*, Schoenberg's "Pierrot lunaire," Picasso's "Les Demoiselles d'Avignon," Bunuel's "Un Chein andalou," Brecht's and Weill's "Three Penny Opera," Sander's "Man of the 20th Century," Eisenstein's "The General Line," Reifenstahl's "Triumph of the Will," de Beauvoir's *The Second Sex*, Arendt's *The Origins of Totalitarianism*, and Godard's "Weekend." Works of criticism will include: Schorske's *Fin-de-Siècle Vienna*, Berger's *Art and Revolution*, and Hinz's *Art in the Third Reich*. Two class meetings per week. Non-European Studies majors are welcome.

Second semester. Professor Bezucha.

12. **The Renaissance and Renaissances in European History.** The course will begin by looking at the phenomenon of "rebirth" as it appeared in literature, fine arts, historiography, and philosophy between the fourteenth and sixteenth centuries. This will lead to a consideration of two kinds of historical self-consciousness: that of the people who lived through these three centuries, and that of the nineteenth-century historians who discovered—or invented—the Renaissance. We will end with a general discussion of our contemporary consciousness of "the Western tradition" as a defining feature of modern European culture. Two class meetings per week.

Second semester. Omitted 1982-83. Professor Cheyette.

21. **Readings in the European Tradition.** Reading and discussion of texts, written before the seventeenth century, central to the development of

Western literary and philosophical traditions. Tentative reading list includes selections from Old and New Testaments: *Genesis, Exodus, Job, Luke, Apocalypse*; Homer, *The Iliad*; Vergil, *Aeneid*; Ovid, *Metamorphoses*; *Song of Roland*; Gottfried von Strassburg, *Tristan*; Guillaume de Lorris and Jean de Meung, *Romance of the Rose* (selections); Rabelais, *Gargantua*. What is "the European Tradition" and in what ways are we bound to it? An introduction to some of the most influential works in Antiquity, the Middle Ages and the Renaissance. Open not only to European Studies majors but also to any student interested in the intellectual and literary development of the West. Emphasis on active student discussion with introductory lectures by the professor. One three-page paper assigned every two weeks.

Required for European Studies majors. First semester. Professor Margolis.

**22. Readings in the European Tradition.** A seminar devoted to certain major articulations of European thought and imagination from the seventeenth century to the present. "Worldliness and other-worldliness" will be the theme of the course for 1983. The selected works, both literary and theoretical, will be tied together through discussions of how they represent their own limits as cultural expressions. The course will look accordingly at the way each text fills in the terms of such structuring oppositions as here/there, homogeneous/heterogeneous and self/other. Some of the following authors are likely inclusions: Racine, Descartes, Swift, Defoe, Rousseau, Austen, Wordsworth, Balzac, Mallarmé, Chekov, Rilke, Kafka, Proust, Nietzsche, Freud.

Required for European Studies majors. Second semester. Professor Clark.

**Colloquium in Medieval Studies: The Twelfth Century in Western Europe.** See Colloquium 22.

Second semester. Omitted 1982-83. Professors Cheyette and Chickering.

**Fictions of the Renaissance.** See English 32f.

First semester. Professor Waller.

**Culture and Politics in the Weimar Republic.** See German 42.

Second semester. Omitted 1982-83. Professor White.

**Modern Europe.** See History 16.

Second semester. Professor Halsted.

**Phenomena in Scientific Inquiry: An Historical Approach.** See Physics 10.

Second semester. Professor Zajonc.

**Readings in Seventeenth-Century European Theater.** See Spanish 36.

Second semester. Professor Maraniss.

**77, D77. Independent Research and Writing.**
Required of all majors in their Senior year. First semester. Members of the Advisory Committee.

**78, D78. Independent Research and Writing.**
Required of all majors in their Senior year. Second semester. Members of the Advisory Committee.

**97. Special Topics.** Independent Reading Course.
First semester. Members of the Advisory Committee.

**98. Special Topics.** Independent Reading Course.
Second semester. Members of the Advisory Committee.

# FINE ARTS

Professors Schmalz and Trapp; Associate Professors Upton‡ and Sweeney (Chairman); Assistant Professors Caron and Palermo; Visiting Assistant Professors Haxo and Schastok.

*Major Program.* The Fine Arts major offers the broadest possible means for developing and integrating a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. Although this objective may be accomplished either with emphasis upon work in art history and criticism or the practice of art, the major program is designed to identify and serve each student's personal interests and capacities through a balanced engagement in the Fine Arts. The work of each major will be served by an advisory committee.

*Course Requirements.* A major consists of a minimum of eight courses in Fine Arts of which at least two will be taken in the history of art and two in the practice of art. While all students are urged to take Fine Arts 11 or 11s, and 12f or 12, these introductory courses are not necessarily required. Unless otherwise stated, all Fine Arts courses are open to Freshmen.

Majors may, with departmental permission, elect a Fine Arts 97-98 program of individual work as Seniors. Likewise, they may include a limited number of courses in other departments of Amherst College or neighboring institutions as partial fulfillment of the major program.

*Honors Program.* In addition to the above requirements, candidates for Honors will, with departmental permission, take Fine Arts 77-78 during their Senior year.

*Note:* Those interested in architecture or urban planning as an academic emphasis may wish to consider participating in the program of the Institute for Architecture and Urban Studies in New York City for the Junior year. Exchange credit will be granted for those who successfully complete this program. Those interested may obtain details upon inquiry.

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‡On leave second semester 1982-83.

## INTRODUCTION TO THE FINE ARTS

Fine Arts 11 and 12 provide the student with an introduction to the study of the Fine Arts through the complementary approaches of history and practice. Either course may be taken independently of the other and may be taken in any sequence.

**11. Introduction to the History of Art.** A survey of the major arts in the Western tradition with emphasis on their formal and material character and their interrelationships within the culture in which they evolved. Three hours per week.
First semester. Professor Schmalz.

**11s. Introduction to the History of Art.** Same description as Fine Arts 11.
Second semester. Professor Trapp.

**12f. Introduction to the Practice of Art.** A course designed to act as a survey of the formal issues of pictorial and sculptural construction. A weekly lecture plus practice exercises will constitute in-class work. There will be weekly out-of-class assignments. The course will rely upon the study of old and new masters' works in order to begin to understand the major elements of linear and atmospheric perspective, line, value, color, form, texture, two-dimensional and three dimensional composition. Two two-hour class periods per week. No prior studio experience is required nor special talent expected.
First semester. Professor Sweeney.

**12. Introduction to the Practice of Art.** Same description as Fine Arts 12f.
Second semester. Professor Schmalz.

## PRACTICE OF ART

**14f. Basic Sculpture.** A studio course designed to explore the basic principles of sculpture. Life and portrait modeling preparatory to individual creation. Aesthetic analysis of works of sculpture. Two three-hour class meetings per week.
Limited to twenty students. First semester. Professor Haxo.

**14. Basic Sculpture.** Same description as Fine Arts 14f.
Limited to twenty students. Omitted 1982-83. Second semester. Professor Haxo.

**15. Basic Oil Painting.** A set of studio projects to explore fundamental techniques in oil painting, with emphasis on figurative composition. Two three-hour meetings per week.

Limited to twenty students. First semester. Professor Sweeney.

**15s. Basic Oil Painting.** Same description as Fine Arts 15. Two three-hour meetings per week.

Limited to twenty students. Second semester. Omitted 1982-83. Professor Sweeney.

**16f. Watercolor Painting.** An introduction to basic watercolor techniques. The course aims to develop ability to handle the medium confidently and to encourage exploration of its potential for personal expression. Two two-hour studio sessions per week and six additional hours of painting time.

Requisite: Fine Arts 12f, 12, or a comparable course. Limited to twenty-five students. First semester. Omitted 1982-83. Professor Schmalz.

**17. Basic Drawing.** A series of exercises to introduce fundamental representational problems in drawing, especially of the human figure, and to develop the student's knowledge and skill in the techniques and uses of drawing. Two three-hour meetings per week.

Limited to twenty students. First semester. Professor Palermo.

**17s. Basic Drawing.** Same description as Fine Arts 17.

Second semester. Professor Haxo.

**20f. Intermediate Drawing.** A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two three-hour meetings per week.

Limited to twenty students, with consent of the instructor. First semester. Omitted 1982-83. Professor Sweeney.

**20. Intermediate Drawing.** Same description as Fine Arts 20f.

Limited to twenty students, with consent of the instructor. Second semester. Professor Sweeney.

**21. Three-Dimensional Design.** Examination of three-dimensional and structural concepts. Organization of space developed through constructions in a variety of materials. Two three-hour class periods per week.

Limited to twenty students. First semester. Professor Haxo.

**22f. Printmaking.** A basic course in intaglio that introduces the student to dry point, engraving, hard and soft ground etching, sugar lift, and rosin aquatint. The chemistry involved in biting a plate, proof printing and redrawing, and the final printing of clean editions will be both discussed and demonstrated. The foundation of the class will center around the use of these techniques in conjunction with sound drawing and design skills to produce multiple images of professional quality and conceptual depth. The course will explore printmaking as a means to an end placing primary emphasis on its aesthetic potential rather than merely on its more mechanical aspects. Students will be encouraged to track their thoughts and working processes by printing their images in various states. This will allow them the opportunity to trace clearly their formal and compositional ideas. Weekly assigned problems will direct the students' energies to address specific ideas about line, volume, texture, pattern, and light and space. Two three-hour class periods per week.

Requisites: Two introductory Studio courses one of which is Basic Drawing. Limited to fifteen students, with consent of the instructor. First semester. Professor Palermo.

**22. Printmaking.** Same description as Fine Arts 22f.

Second semester. Professor Palermo.

**23. Serigraphy.** A series of problems designed to provide students with practice in the several basic techniques of silk-screen printing, and to acquaint them with its varied possibilities for original creative expression. Contemporary idioms will be emphasized. Two two-hour studio periods per week, plus additional studio time.

Requisite: Fine Arts 12f, 12, 21, or consent of the instructor. Limited to twenty students. Second semester. Omitted 1982-83. Professor Schmalz.

**24. Intermediate Sculpture.** A continuation of Fine Arts 14f with the addition of lost-wax casting. Two three-hour class periods per week.

Requisite: Fine Arts 21 or 14f, or consent of the instructor. Limited to twenty students. Second semester. Professor Haxo.

**26. Intermediate Painting.** This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Six hours in class per week.

Limited to twenty students, with consent of the instructor. Second semester. Professor Sweeney.

**28. Advanced Drawing.** A drawing course which will emphasize compositional issues by working from memory, imagination, other works of art, and life. The students will be encouraged in developing and exploring individual directions in pictorial construction. The course work will consist of slide lectures, individual and group critiques, in class drawing projects, and out of class drawing assignments. Six hours per week.

Requisite: Intermediate Drawing or equivalent. Limited to twenty students. Second semester. Omitted 1982-83. Professor Sweeney.

## HISTORY OF ART

**30f. Greek and Roman Art.** A study of the art of ancient Greece and Italy with particular emphasis on figural sculpture and on the development of the classical forms in architecture which led to the Parthenon in Athens and the Pantheon in Rome. Information from recent archaeological excavations will aid in the investigation of the growth and interaction of styles and motifs in Greek, Etruscan and Roman art.

First semester. Professor Caron.

**31. Themes in Early Medieval Art.** A discussion of Christian visual expression from the fourth to the ninth centuries, from Constantine to Charlemagne, emphasizing the origins and development of Christian themes in painting, sculpture, and mosaic. Two meetings per week.

First semester. Omitted 1982-83. Professor Upton.

**32. Romanesque and Gothic Art.** A study of the architecture, painting, and sculpture of western Europe, primarily France, from the eleventh through the thirteenth centuries. Particular attention will be given to the design and decoration of the great abbey churches and cathedrals, among them Mont-Saint-Michel, Cluny, Santiago de Compostella, Paris, Chartres, Amiens. Both thematic and formal development will be considered. Three hours of classroom work per week.

Second semester. Omitted 1982-83.

**33. Italian Renaissance Art.** An examination of painting, sculpture and architecture in Tuscany, Rome and Venice from 1400 to 1550. This course will focus on Masaccio, Donatello, Michelangelo, Leonardo da Vinci, Raphael and Titian and their contributions to the "rebirth" of Italian art.

First semester. Professor Caron.

**34. Baroque Art.** A study of the major figures and movements in seventeenth century Italy, Spain, and France. Focus will be on the work of Annibale Carracci, Caravaggio, Bernini, Velasquez, Rubens, and Poussin.

Second semester. Professor Caron.

**35s. Dutch and Flemish Painting.** Realism in painting in the Lowlands from the fifteenth to seventeenth centuries, with emphasis on the works of Jan Van Eyck, Roger van der Weyden, Hugo van der Goes, Bosch,

Bruegel, Vermeer, and Rembrandt. Two meetings per week.
Second semester. Omitted 1982-83. Professor Upton.

**36. The Eighteenth Century.** Painting, sculpture and architecture in Europe, c. 1700-1825. The course will emphasize the Rococo in France, Germany, and Italy; the National Academies; Neo-Classicism; post-revolutionary art and the shift to "modernism." Time permitting, some aspects of American colonial art will also be considered.

Requisite: Fine Arts 11, 11s, or consent of the instructor. Second semester. Professor Schmalz.

**37. The Origins of the Modern Movement.** A selective examination of developments in European painting, centering on Romanticism, Realism, and Impressionism. Outside reading and written assignments. Two meetings per week.

Requisite: Fine Arts 11 or 11s, or consent of the instructor. First semester. Professor Trapp.

**38f. Modern Art: The Pioneer Years.** Major individuals and movements of the Modern Period will be considered. The emphasis will be upon developments from Post-Impressionism to World War II. Such artists as the Cubists, Fauves, Expressionists and other pathfinders will be studied in detail. Two meetings a week.

Requisite: Fine Arts 11 or 11s, or consent of the instructor. First semester. Omitted 1982-83. Professor Trapp.

**39s. Modern Art: Art After 1945.** The major movements in American and European art after 1945 will be studied. Abstract Expressionism, Pop Art, Minimalism, Assemblage, Happenings and Performance Art, Earthworks and Environmental Sculpture, Video and Recent Realism will be among the topics considered.

Requisite: A previous art history course or consent of instructor. Second semester. Professors Davies and Yard.

**42f. Arts of Japan.** A general overview of the most important and memorable forms and styles which characterized Japanese architecture, sculpture, ceramics and painting from the pre-Buddhist to the Edo period. Topics to be examined will include Buddhist sculpture, *literati* painting and the Zen-related arts. Some emphasis will be placed on the native Japanese aesthetic and its role in the transformation of foreign models.

First semester. Professor Schastok.

**45. The Arts of India.** Traditional arts of Indian Asia from the Indus Valley civilization to approximately the eighteenth century A.D. This survey will focus on Buddhist and Hindu art and architecture including aspects of religious beliefs as they affect the history of art. The impact of Islam on the painting and architecture of Indian civilization will also be explored.

First semester. Omitted 1982-83. Professor Schastok.

**46. Survey of Asian Art.** A general introduction to major monuments of Indian, Chinese and Japanese architecture, sculpture and painting. The emphasis will be on building a broad historical and cultural framework through a selective survey of Asian religious and secular arts up to the seventeenth to nineteenth centuries. Characteristic forms, styles and iconographic developments ranging from early Buddhist sculpture to Chinese landscape painting and Japanese prints of the "floating world" will be presented.

Second semester. Professor Schastok.

**48. Arts of China.** Major forms and styles in the art and architecture of China from the Shang dynasty through the seventeenth century. Bronze civilization and Buddhist art will be the main subject up to the eighth century, followed by an emphasis on Chinese landscape painting and ceramics of the eighth through seventeenth centuries. The impact of changing aesthetic ideals on the history of Chinese painting will be explored.

Second semester. Omitted 1982-83. Professor Schastok.

## SEMINARS

**51. Topics in the Fine Arts.** These courses, designed for advanced students in small groups, address problems ranging from the methods and purpose of art history, connoisseurship, and criticism to specialized study of composition, color, design and techniques in the practice of art. Since the specific content of courses will vary from year to year, most may be repeated with the permission of the instructor. Two topics will be offered during the fall 1982-83.

1. JAN VAN EYCK AND HIS CONTEMPORARIES. This seminar will examine in detail the contribution of Jan van Eyck, Petrus Christus, the Master of Flemalle and Roger van der Weyden to the transformation of late gothic imagery. By means of close analysis of individual works of art and their original context we will assess the overarching issue of transition from the medieval to the modern world. Our primary text for this seminar will be Johan Huizinga's classic study, *The Waning of the Middle Ages*. Our primary documents will be the paintings of the pioneers of early Netherlandish art.

   Requisite: Fine Arts 11 or 11s, or consent of the instructor. Limited to twelve students. First semester. Professor Upton.

2. PHOTOGRAPHY AND PAINTING FROM 1840. This seminar will offer a collaborative investigation of the influences of photography and painting upon each other during the nineteenth century. It will focus on Western cultures, including North and South America as relevant. A variety of non-visual sources may be considered. Knowledge of a modern western language other than English is desirable, though not essential. One seminar meeting per week.

   Requisites: Fine Arts 11 or 11s plus one additional course in either the history or practice of art and consent of the instructor. Limited to twelve students. First semester. Professor Schmalz.

**51s. Topics in Fine Arts.** These courses, designed for advanced students in small groups, address problems ranging from the methods and purpose of art history, connoisseurship, and criticism to specialized study of composition, color, design and techniques in the practice of art. Since the specific content of courses will vary from year to year, most may be repeated with the permission of the instructor. Three topics will be offered during the spring 1982-83.

1. MICHELANGELO. This seminar will focus on the evolution of the art of Michelangelo in painting and sculpture. We will closely examine the paintings on the Sistine Ceiling, now being cleaned, and integrate our findings with a study of the sculpture of Michelangelo, and with readings from his poetry. Our goal will be to comprehend what Michelangelo did, how he did it, and why. What factors make him the most famous artist who ever lived?

   Requisites: Fine Arts 11 or 11s plus one other course in art history, or consent of the instructor. Limited to twelve students. Second semester. Professor Caron.

2. EAST ASIAN ART: HOW ZEN IS ZEN ART? How should we define the Zen art of Japan and its *Ch'an* counterpart of China? To what extent does Zen art have its own distinguishable style, iconography or patronage? We will focus on those arts associated with Japanese Zen Buddhism: ink painting, ceramics, temple architecture and gardens. Our exploration of these questions will lead us to examine *Ch'an* and *literati* models from China as well as the broader artistic and cultural contexts of fourteenth to nineteenth century Japan.

   Requisite: One course in Asian Art or consent of the instructor. Limited to twelve students. Second semester. Professor Schastok.

3. PROBLEMS IN GRAPHIC DESIGN.

   Requisite: Fine Arts 12 or 12s, or one other studio course, or consent of the instructor. Limited to twelve students. Second semester. Professor Palermo.

### HONORS AND SPECIAL TOPICS

**77, D77, 78, D78. Conference Course.** Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to Seniors with consent of the Department. First and second semesters. The Department.

**97, H97, 98, H98. Special Studies in Fine Arts.** Full or half course.
First and second semesters. The Department.

### RELATED COURSES

**Religion and Art in Africa.** See Religion 25s.
Second semester. Professor Pemberton.

**The Arts of Islam: Language and Meaning.** See Religion 26.
Second semester. Professor Ibish.

# GEOLOGY

Professors Belt, Brophy‡ and Foose; Associate Professor Cheney (Chairman); Visiting Assistant Professor Springer; Dr. M. Coombs.

*Major Program.* All students majoring in geology must take eight courses in the department. These courses must include Geology 27, 29, 30, 31, 32, 34 and two from the group Geology 11, 14, 22, 23. Specific requirements may be modified with advance approval of the department.

In addition to the above program, each major is encouraged to engage in at least one semester of independent study/research and to write a Senior thesis. The major program should include courses in mathematics and the physical or biological sciences. The appropriate courses will be determined by the students' specific interests, preparation, and abilities within the field of geology and the ancillary sciences. Prospective majors should discuss their interests with the staff as early as possible in order to elect an effective program of study.

Early in the second semester of the Senior year, each major shall take a comprehensive examination, both written and oral. Part I will encompass those subjects considered to form the basic body of knowledge in the science. Part II will include questions that synthesize geologic knowledge. Part III will be an oral examination by the staff.

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‡On leave second semester 1982-83.

Students proceeding to graduate school should take the Graduate Record Examination early in their Senior year and should be aware that some graduate schools require reading proficiency in a language (usually French, German, or Russian), and attendance at an accredited summer field camp in geology.

*Honors Program.* For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject should be chosen in the Junior year and must be chosen within the first two weeks of the Senior year. Geology 77, 78 involves independent research in the field or the laboratory that must be reported in a dissertation of high quality, due in April of the Senior year.

Unless otherwise specified, all courses are open to any student having requisite experience or consent of the instructor.

**11. Principles of Geology.** Study of the earth and its inhabitants throughout time from the record preserved in the rocks. Review of the processes that denude the earth's land surface (destructional) and those that enlarge the earth's land surfaces (constructional); the origin and distribution of landforms of North America; origin, distribution, and use of natural resources; geologic principles applied to law, engineering, architecture, urban development and industrialization. One all-day field trip. Four hours class and two hours laboratory each week.

First semester. Professor Brophy and Staff.

**11s. Principles of Geology.** Same description as Geology 11.

Second semester. Professor Foose and Staff.

**14. Earth: Evolution of a Planet.** The origin and evolution of earth and its inhabitants as derived from the rock record; the conceptual development of plate tectonic theory; the changing configuration of continents and ocean basins is analyzed using evidence from diverse branches of geology; the past examined as a key to the future. Three lectures and one laboratory per week. Field trips.

Second semester. Professor Springer.

**22. Geology of the Ocean Basins.** Origins of the ocean basins, their depth, shape and configuration; hypotheses of sea-floor spreading and plate tectonics; environments of deposition on the shelf, slope, rise, and abyssal plain; beach and nearshore processes; tides, waves, and currents; dynamics of physical, chemical, and organic changes in the oceans. Three hours class and three hours laboratory, field or seminar each week.

Requisite: Geology 11 or 14. Second semester. Professor Belt.

**23. Geomorphology and Environmental Geology.** The application of geologic principles to environmental problems of water resources, flood control, beach erosion, disposal of solid and liquid pollutants, earthquake prediction, and landslide hazards. Emphasis is on man's influence on natural systems such as surface and ground water, estuaries, and nearshore litoral environments. Term project on local environmental problem. Three hours class and three hours laboratory (or project work) each week.

Requisite: Geology 11 or 14. First semester. Professor Belt.

**24. Vertebrate Paleontology.** The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Pratt Museum. Three hours class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. Second semester. Dr. Coombs.

**27. Paleontology.** An introduction to the conceptual framework of paleontology. Lectures will consider, among other topics: classification of organisms, mode and tempo of evolution, geographic and temporal distribution of species, and ontogenetic variation. Labs will examine major fossilizable invertebrate groups, emphasizing interrelationship of form and function, and evolutionary significance of similarity. Three hours of lectures and two hours of laboratory. Field trips.

Requisites: Geology 11 or 14 or Biology 12. First semester. Professor Springer.

**29. Structural Geology.** A descriptive and analytical study of sedimentary, metamorphic, and igneous rock structures, and of the causes of deformation within the context of regional tectonic frameworks. Geologic structures will be studied and mapped in the field in areas of sedimentary, metamorphic, and igneous rocks during the laboratory. Three hours class and five hours laboratory each week.

Requisite: Two courses in geology, one of which may be taken concurrently. First semester. Professor Foose.

**30. Mineralogy.** The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes mineral synthesis, X-ray diffraction, emission spectroscopy, differential thermal analysis. Three hours lecture, two hours directed laboratory.

Requisite: Geology 11, Chemistry 11, or consent of the instructor. Second semester. Professor Cheney.

**31. Silicate and Optical Mineralogy.** Part I considers the crystal chemistry of the silicate minerals in the context of their structures, compositional variation and stability relations. Part II considers the theory and practical methodology of optical crystallography as it pertains to common rock-forming minerals. Laboratory work emphasizes the megascopic and microscopic identification of the common rock-forming minerals. Three hours lecture and three hours laboratory per week.

Requisite: Geology 30. First semester. Omitted 1982-83.

**32. Igneous and Metamorphic Petrology.** A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Three hours class and four hours laboratory per week.

Requisite: Geology 31. Second semester. Omitted 1982-83. Professor Cheney.

**34. Sedimentology.** A study of modern sediments and sedimentary environments as used for interpreting depositional environments of sedimentary rocks. Emphasis is placed on basic research reports on transportation and dispersal, deposition and primary structures, post-depositional processes and diagenesis. Tectonic framework of sedimentary basins and sedimentary models. Laboratory concentrates on thin sections of sedimentary rocks and field application of principles. Three hours class and three hours laboratory each week.

Requisite: Geology 11 or 14. Second semester. Professor Belt.

**43. Geochemistry.** The application of chemical principles to geologic processes and equilibria. Emphasis is placed on the application of thermodynamics to geologic problems. This includes consideration of phase and reaction equilibria with regard to the genesis of igneous and metamorphic rocks and hydrothermal ore deposits. In addition, isotope and trace element geochemistry are discussed in the context of applications to geologic problems, which include geochronology and geothermometry. Four hours of class each week.

Requisites: Geology 30. Chemistry 12 strongly recommended. First semester. Professor Cheney.

**46. Economic Geology.** Origin, occurrence, distribution uses, and production of fossil fuels, metallic and nonmetallic ore deposits. Laboratory devoted to studies of important mining districts, examination of raw materials and their geologic relations, and to a solution of geologic problems related to their occurrence. Three hours class and four hours laboratory each week.

Requisite: Geology 29 and 32. Second semester. Professor Foose.

**77, 78. Geology Honors.** Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to Seniors who meet the requirements of the Honors program. First and second semesters. The Staff.

**97, H97, 98, H98. Special Topics.** Independent reading or research. A written report will be required. Full or half courses.

Approval of the Departmental chairman is required. First and second semesters. The Staff.

# GERMAN

Professor White, Associate Professor Scher (Chairman), Visiting Assistant Professor Brandes.

*Major Program.* Course requirements for majoring in German consist of German 10 and 11 (or their equivalent), plus six further German courses above the level of German 5.

The objective of the major in German is to develop language skills and to provide acquaintance with the literary and cultural traditions of the German speaking countries: Germany (West and East), Austria and Switzerland. To foster awareness and understanding of a culture different from our own, departmental courses are often interdisciplinary in approach, introducing art and music, historical background, social issues, and other cultural concerns as well as intensive analysis of literary works. While the Department offers effective preparation for graduate study in German language and literature, its primary aim is more broadly humanistic and cross-cultural. The major in German may lead to a variety of careers in international affairs, education, business, and government.

Students who plan to major in German or wish to spend a semester or a year in Germany should take at least one German course per semester during their first two years. Courses in European history and in other languages and literatures are also recommended.

A major in German will take a written or oral comprehensive examination during the second semester of the Senior year. This examination is designed to test the student's knowledge and interpretive skills in German language, literature, and general culture. A departmental reading list will be provided to aid in preparing for this examination.

*Honors Program.* In addition to the courses required for a *rite* major, candidates for Honors must complete German 77 and 78, and must present a thesis. They are urged to study an ancient or one other modern foreign language.

The aim of Honors work in German is to offer the candidate the opportunity (a) to explore a chosen field or fields through a more extensive program of readings than is possible in course work; (b) to organize material along historical or analytical lines, usually in the form of a thesis or essay; (c) to acquire a general view of the history and development of German literature or language.

Each candidate will present a thesis or essay on an approved topic. The quality of the thesis, together with the result of the comprehensive examination, will determine the level of Honors for which the Department will recommend the candidate.

**1. Elementary German, Part I.** A structural approach to the study of German, with emphasis on syntax as the key to a thorough mastery of the language, and with attention to the skills of listening, speaking, reading, and writing. Three class meetings per week plus an additional conversation hour in small sections, with individual work in the language laboratory.

First semester. Professor White and Staff.

**2. Elementary German, Part II.** A continuation of German 1, with increased emphasis on reading of selected texts. Three class meetings per week plus an additional conversation hour in small sections, with individual work in the language laboratory.

Requisite: German 1 or equivalent. Second semester. Professor White and Staff.

**5. Intermediate German.** Systematic review of grammar, and reading and discussion of selected contemporary texts. Three hours per week for explanation and structured discussion, one hour per week in small sections for additional oral practice with native German assistants. Stress will be placed on acquisition and polishing of verbal and reading skills in the language. Conducted in German.

Requisite: Prior study of elementary German. First semester. Professor Brandes and Staff.

**10. Advanced Composition and Conversation.** Practice in free composition in German. Exercises in pronunciation and idiomatic conversation, with supplementary practice in the language laboratory. Oral reports on selected topics. Conducted in German. Three hours per week in class, plus two hours in the language laboratory.

Requisite: German 5 or equivalent. Second semester. Professor Brandes and Staff.

**11. Introduction to German Literature.** An introduction to the technique of understanding and interpreting literature, based on close reading and analysis of representative German texts from the lyric, dramatic, and narrative genres. Training in stylistics and in the terminology of literary

criticism. Three class meetings per week. Conducted in German.
Requisite: German 5 or equivalent. First semester. Professor Scher.

**11s. Introduction to German Literature.** Same description as German 11. Second semester. Professor Scher.

**20f. Medieval German Literature.** A study of representative works from each of the four major genres of Middle High German literature, narrative prose, lyric poetry, and the heroic and courtly epic, including *Meier Helmbrecht*, poems of Walther von der Vogelweide, the *Nibelungenlied* and *Tristan*. Reading will be done in New High German translation, with parallel texts in the original. Conducted in German.
Requisite: German 11 or equivalent. First semester. Omitted 1982-83.

**21. Germany in the Age of Reformation.** An examination of literary, political, theological, and artistic events and trends in early sixteenth century Germany. Close study of selected writings of Martin Luther, Ulrich von Hutten, Thomas Müntzer and others, including samples of Luther's translation of the Bible. A survey of Reformation history and the Peasants' Revolt, the impact of Gutenberg's invention on history and culture, and the artistic careers of Dürer, Lucas Cranach Sr., Grünewald, Holbein and others. Conducted in German. Three hours per week.
Requisite: German 11 or equivalent. First semester. Omitted 1982-83.

**23. German Culture of the Eighteenth Century.** An exploration of writing and the fine arts in eighteenth century Germany, with emphasis on drama, fiction, essays, and the interaction of music and language. Selected readings in Gottsched, Winckelmann, Lessing, the young Goethe, and others. Listening assignments in J.S. Bach, Mozart, and Haydn. Conducted in German. Three hours discussion per week, with occasional outside listening assignments.
Requisite: German 11 or equivalent. First semester. Omitted 1982-83.

**25. German Romanticism.** An examination of the changing aesthetic climate in Germany around 1800; the emergence of a new mode of imagination and artistic vision. Close study of selected Romantic poetry and prose against a background of related developments in philosophy, religion, and the arts. Texts by Wackenroder, Tieck, Novalis, Brentano, Eichendorff, Hölderlin, E.T.A. Hoffmann and others. New concepts of irony, wit, myth, and symbol as formulated in the theories of the Schlegels. Romantic painting: Runge, Friedrich, and the Nazarenes. Romantic music and the Lied: Weber, Schubert, Schumann, and Mendelssohn. Conducted in German.
Requisite: German 11 or equivalent. First semester. Professor Scher.

**26. Topics in Nineteenth-Century German Literature: Realism.** A study of literary works representative of Poetic Realism. Readings will include novellas by Gotthelf, Keller, C.F. Meyer, Stifter, and Storm, a drama by Hebbel, and a novel by Fontane. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. Second semester. Omitted 1982-83.

**35. Studies in Twentieth-Century German Fiction.** An examination of significant trends in twentieth-century prose fiction within the context of social and political change. Emphasis will be placed on close textual analysis in order to develop understanding of narrative techniques and trace the evolution of new forms of narration. Readings will include a variety of shorter prose works and at least one novel, by such major authors as Thomas Mann, Kafka, Grass, Böll, Christa Wolf, and others. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. First semester. Omitted 1982-83.

**36f. German Literature in Translation.** Selected works of German literature in a rapid survey from the medieval period to the present. Readings in the original German may be assigned for those with sufficient command of the language. Three hours per week.

First semester. Professor Brandes.

**38. German Drama of the Twentieth Century.** Studies in German drama of the period with emphasis on the Expressionists, Brecht, and post-World War II dramatists. Three hours per week. Conducted in German.

Requisite: German 11 or equivalent. Second semester. Professor Brandes.

**40. German Poetry of the Twentieth Century.** Interpretation of German verse of the period, with emphasis on George, Rilke, Hofmannsthal, the Expressionists, and post-World War II poets. Three hours per week. Conducted in German.

Requisite: German 11 or equivalent. Second semester. Professor White.

**42. Culture and Politics in the Weimar Republic.** An exploration of literature, drama, music, and painting in Germany during the period 1918-1933, with emphasis on the interaction of art and politics. Readings, listenings, and viewings of works by such figures as Brecht, Thomas and Heinrich Mann, Tucholsky, Schönberg, Berg, Hindemith, Beckmann, Barlach, and Nolde. Readings and discussions in English, with some assignments in German for students who command the language. Three hours per week.

Second semester. Omitted 1982-83. Professor White.

**44. Contemporary Germany.** A study of social, political, and cultural developments in East and West Germany since World War II. Reading and discussion of essays, newspaper and magazine articles and other texts of topical interest will aim to increase familiarity with current linguistic usage as well as to create awareness and understanding of the major concerns and problems of contemporary German society. Conducted in German. Three hours per week.

Requisite: German 10 or equivalent. Second semeser. Professor Scher.

77, 78. **Honors Course for Seniors.**
First and second semesters. The Department.

97. **Special Topics.** Independent Reading Course.
First semester. The Department.

98. **Special Topics.** Independent Reading Course.
Second semester. The Department.

# HISTORY

Professors Bezucha (Chairman), Cheyette*, Czap, Davis*, Greene, Halsted, Hawkins*, Levin, Moore, and Petropulos; Visiting Professor Hughes; Associate Professors Campbell, Dennerline, Gross* and Wills (Religion Department); Visiting Assistant Professor Brooke; Professor Emeritus Commager, Simpson Lecturer.

The study of History helps us to understand the differences and similarities between our own lives, thoughts, and habits and those of past peoples in the Americas, Europe, Asia, the Middle East and Africa. It allows us to understand ourselves better by comparing ourselves to others. It allows us to understand other people better through seeing them in their own contexts, as well as in comparison to other peoples and to ourselves. And it focuses upon and serves to explain the ways in which peoples throughout the world have experienced change.

History Department offerings introduce students to these ways of looking at and understanding the past, as well as to a variety of both traditional and innovative types and techniques of historical investigation.

The student majoring in History should develop both a knowledge of the past and skill in the historian's craft.

*Major Program.* The History major program is designed to foster the forms of understanding outlined above. All History majors are required to take at least eight courses. One of these must be History 11, taken preferably during Freshman or Sophomore year, and another must be History 91, the Senior seminar for all History majors. Honors majors will fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, towards the completion of their honors essays.

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*On leave 1982-83.

The Department requires two particular courses of all majors, History 11 and History 91, for the purposes of emphasizing essential dimensions of historical theory and practice and of enabling History majors to share a common intellectual experience. History 11, the Introduction to History, is designed to act out some of the ways by which a comparative historical consciousness, sensitive to the realities of change, continuity and variety in human affairs, can illuminate a significnt theme or movement in history. History 91, the Senior seminar in History, is designed to provide an opportunity for students with considerable experience in historical study to reflect together on the relationship between historical theory and practice.

Based on our judgment that historical knowledge is knowing what is different and what is similar, the Department has devised the following distribution and requirements in order to ensure the geographical and chronological breadth in a History major program. In making their course selection, students are expected to take courses in at least three of the following five geographically-defined areas: the Americas, Europe, Asia, the Middle East and Africa. Majors are also expected to elect at least one course primarily concerned with pre-nineteenth century history.

Because the Department believes a History major should also be characterized by some principle of coherence, we expect all majors to focus in considerable depth on a primary field of interest: geographical, chronological, comparative and/or topical. The primary fields should be defined by students in close consultation with their Department advisors.

*Comprehensive Examination.* Students who are candidates for honors, and who have received a grade of B or higher in the Senior seminar will fulfill the Department's comprehensive examination requirement by completion of their theses. Other majors will be expected to have demonstrated before the middle of their last semester a comprehensive knowledge of their primary fields of interest to an evaluating committee of the Faculty. The mode of the evaluation need not be the same for all majors and may be designed individually to test the skills each student has developed.

*Honors Program.* Students who are candidates for honors will normally take two courses, History 77 and History 78, in addition to the eight courses required of all majors. With the approval of their Departmental advisor, honors candidates may also take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her honors project.

Unless otherwise specified, all courses are open to Freshmen.

**11s. Introduction to History: Revolution and Social Transformation in the Modern World.** Historical consciousness is essentially the capacity to discern the forces of change and continuity in human affairs. The introduction to history is designed to demonstrate some of the ways by which a developed historical consciousness can illuminate moments of dramatic upheaval and clarify their relationships to longer-range processes of social continuity and change. The course addresses such questions as: Why do people revolt? Why do established authorities and practices succumb to revolutionary onslaught? What permanent and substantial changes do revolutions produce? Two major perspectives will be emphasized: the comparison of revolutions occurring in different times, places, and cultures; and tracing, among other forms of widespread change, the cumulative development of a "revolutionary tradition" linking revolutionary outbreaks.

The course will focus on three "great" revolutions, which served as paradigms for other revolutionary movements because of their "success" and impact: the French revolution of the late eighteenth century, the Russian revolution of the early twentieth century, and the Chinese revolution of the mid-twentieth century. The course will conclude with a shorter unit on Iran, where a "third-world" revolution is currently taking place, like the "great" revolutions a product both of its own historical and cultural circumstances and of a global process of change. Three meetings per week.

*Required of all History majors.* Second semester. Professors Czap, Dennerline, Greene and Halsted.

## EUROPE

**15. Medieval and Early Modern Society.** An introduction to some major themes of western European history from late antiquity through the seventeenth century. Lectures will cover such topics as demographic patterns, social classes, family life, moral ideals, political and economic organizations. Through a reading of the works of some great historians we will also explore the ways in which Europeans have conceived of this thousand years of historical experience. Two class meetings per week.

First semester. Professor Hughes.

**16. Modern Europe.** An introduction to the history of Europe since the eighteenth century. Topics include: the old regime and the French Revolution; the Industrial Revolution; liberalism and nationalism in the development of modern nation states; imperial expansion; economic depression and totalitarianism in the era of the two world wars; the Cold War and the end of European colonialism. Lectures and discussions. Readings in major historical and biographical writings, and in representative works of social analysis and literature from the period. Three class meetings per week.

Second semester. Professor Halsted.

**17. From Medieval Town to Renaissance City.** A study of urban economy, society, and culture as they rose in the eleventh and twelfth centuries to challenge the agrarian economy, feudal society, and aristocratic culture of the medieval West. A consideration of the paradox whereby the Renaissance city, which offered Europe an alternate form of civilized life, had lost its independence, become significantly more aristocratic, and opened its gates to embrace or to be swallowed up in a larger territorial state. Some attention to the effect of such changes on the European imagination. Two class meetings per week.
First semester. Professor Hughes.

**18. Europe in the Twentieth Century.** A survey of the causes and consequences of Europe's loss of world hegemony in our century. Lectures, readings, and discussions, with special attention given to the Great War, the Cold War which began in 1917, and the significance of the events of 1968 for eastern and western Europe. Two class meetings per week.
Second semester. Omitted 1982-83. Professor Bezucha.

**19s. The Beginnings of European Society.** The time period from which the materials of this course are drawn is commonly known as the Middle Ages. Largely through a reading and discussion of primary documents—letters, chronicles, trial records, contracts, literary works—the course will explore the structure of peasant society between c. 1000 and c. 1300 and the ecclesiastical and aristocratic world that was built upon it. Emphasis will be placed (1) on the fundamental changes that took place in the structure of society and in the way Europeans imagined that society, and (2) on the radical differences between their assumptions and our own. Two meetings per week.
Second semester. Professor Hughes.

**Colloquium in Medieval Studies: The Twelfth Century in Western Europe.** See Colloquium 22.
Second semester. Omitted 1982-83. Professors Cheyette and Chickering.

**20. The Formation of European Powers.** Readings and discussion address the manner in which fourteenth-, fifteenth-, and sixteenth-century Europeans (of the period we call the Renaissance) consciously and unconsciously shaped their relations with each other in this world and with Being or beings in the next, founding forms of organization that would endure until the nineteenth century. Two meetings per week.
Second semester. Omitted 1982-83. Professor Cheyette.

**Introduction to European Civilization.** See European Studies 11s.
Second semester. Professor Bezucha.

**The Renaissance and Renaissances in European History.** See European Studies 12f.

First semester. Omitted 1982-83. Professor Cheyette.

**21s. Modern European Social History.** An examination of the lives of men and women—members of the aristocracy, the bourgeoisie, the working classes and the peasantry—in Europe since 1500, with special attention to gender-roles within social classes. Reading and discussion of three kinds of texts: (1) historical attempts to reconstruct the past (e.g., E.P. Thompson, *The Making of the English Working Class*, Lawrence Stone, *The Crisis of the Aristocracy*); (2) contemporary documents in which people speak for themselves (e.g., *Life As We Have Known It*, By Cooperative Working Women, Madame de Sevigné, *Selected Letters*); (3) novels (e.g., Thomas Mann, *Buddenbrooks*, Paul Nizan, *Antoine Bloye*). Two class meetings per week.

Second semester. Professor Bezucha.

**22. The Family in Pre-Modern Europe.** The nature of family structures and family life in medieval and early modern Europe, with consideration of social and regional variety and change over time. Attention will be paid to the relations between social time and generational time, class structures and family structures, political organization and the concept of patronage, the growth of historical consciousness and the sense of genealogical awareness. Some comparison will be drawn between the European and non-Western experiences. Two class meetings per week.

Second semester. Professor Hughes.

**23. Topics in Modern European Intellectual History.** The rise, triumph and decline of European liberalism, from the era of Locke and the "Glorious Revolution" of the seventeenth century, to the age of Keynes and the "end of laissez-faire" in the twentieth century. Particular attention will be given to the roles played by, e.g., the French *philosophes* and by such figures as Tocqueville and J.S. Mill in liberalism's revolutionary confrontation with traditional conservatism, and in its ambivalent relationship to the growth of democracy and socialism. Two seminar meetings per week.

Not open to Freshmen. First semester. Omitted 1982-83. Professor Halsted.

**24f. Modern European Thought.** In this course some dominant currents in European Intellectual History since 1700 are viewed in relation to their social and political context. Such themes as the continuing impact of the Enlightenment and of the Romantic Movement, or the growth of Positivism will be studied through the reading and discussion of works of a few major representative figures, e.g., Rousseau, Mill, Tocqueville, Marx, Weber or Freud. particular emphasis will be given to thinkers of the late

nineteenth century and the early twentieth century, ca. 1860-1920. Three class meetings per week.
First semester. Omitted 1982-83. Professor Halsted.

**25. Victorians and Edwardians.** The people and culture of nineteenth century England will be studied through recent biographical and historical works and through a wide range of writings from the period itself, including autobiographies, social criticism, novels, and poetry. One seminar meeting per week.
First semester. Professor Halsted.

**28. Seminar on European Popular Culture.** The specific focus of the course changes each year. One class meeting per week.
Not open to Freshmen. Second semester. Omitted 1982-83. Professor Bezucha.

**31. Russia. A History of Russia Until Approximately 1880.** An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. Three class meetings per week.
First semester. Professor Czap.

**32. Russia. A History of Late Imperial and Soviet Russia.** Russia during the period of industrialization and constitutional monarchy; the revolutions of 1917; the reestablishment of social order and the development of Russian society under the Communist Party into the 1930s. Emphasis throughout on the development and transformation of social and political structures. Three class meetings per week.
Second semester. Professor Czap.

**34. Topics in Russian History.** The Soviet Union as Multinational State. Resurgent nationalism is one of the critical domestic issues facing Soviet society today. The seminar will consider the Soviet Union as a multinational state and society and examine the circumstances for their cultural and political implications. Consideration will also be given to one or more additional multinational states for comparative purposes. Introductory core reading, individual research projects and discussions. One meeting per week.
Not open to Freshmen. Second semester. Omitted 1982-83. Professor Czap.

**40. Modern Greece.** An examination of modern Greek society from the fifteenth century to the present, with the focus on the imperialist contexts (Ottoman and modern) in which it developed and on the forms of adaptation and resistance to those contexts. Modern Greek attempts to relate effectively to the classical and Byzantine past will be considered as a vital part of this focus. Three class meetings per week.

Second semester. Omitted 1982-83. Professor Petropulos.

## ASIA

43. **China Before the Mongols.** A survey emphasizing the growth of the imperial tradition and the classic tenets of Chinese statecraft, along with the social and intellectual responses that gave Chinese civilization its distinctive flavor. Topics will include the spread of Chinese civilization, the effectiveness of administrative practices in ordering society, the limits of imperial power, political stimuli for economic growth, the history of classical thought, the spread of Buddhism and subsequent classical revivals, traditions of popular rebellion, commerce and the new urban society after the eighth century, and the problem of the inner Asian frontier. Two class sessions per week.

First semester. Professor Dennerline.

44. **China Between Revolutions.** In the fourteenth century, after a period of civil wars among contenders representing every region and every class, Zhu Yuanzhang succeeded in ridding China of Mongol domination and reunifying it under native rule. A peasant leader, Zhu effected a limited revolution against an entrenched class of privileged landlords. From then until the nineteenth century China grew and changed and flourished—although not without major conflicts, political setbacks and even alien conquest—as perhaps the best integrated society in the world. This course will examine the society that underwent that first revolution, trace the changes within it to the high point of cultural and economic achievement in the eighteenth century, and outline the problems that persisted until twentieth century revolutionists addressed them anew. Topics will include urban and rural society, the organizing role of family and kinship, administrative responses to economic change, literati culture, Neo-Confucian thought, popular religion and entertainment, the rise of massive popular rebellion, and the response to European expansion. Two class meetings per week.

Second semester. Professor Dennerline.

47. **Japanese History To 1880.** An introduction to the distinctive ideas, society, polity, and culture of Japan before contact with the West. Through lectures, readings and discussion, the course will explore critical problems of Japan's early history: (1) Shinto mythology and the origins of Japanese civilizations; (2) the influence of T'ang China and Buddhism on the formation of the early imperial state in the seventh and eighth centuries; (3) the Heian courtly tradition as reflected in the tenth century literary works of women; (4) the rise of a new warrior class (samurai) and their culture of Zen, tea, and the sword; and (5) civil war and unification

under the Tokugawa Shogun in the sixteenth and seventeenth centuries. Three class meetings per week.
First semester. Professor Moore.

**48. Japan Since 1800.** The course examines Japan's emergence in the nineteenth century from more than 200 years of self-imposed isolation, the process of political and economic modernization, and the attempt to find a secure and significant place in the Western-dominated world of the twentieth century. Lectures, readings and discussions will focus on the formation of a modern state, industrialization, Western imperialism and the rise of Pan-Asianism, the great depression and the rise of military government in the 1930s, postwar Japan under U.S. military occupation, and problems of rapid economic growth in recent years. Visual aids, original sources in English, and Japanese guests will help students form a direct impression of modern Japan. Three class meetings per week.
Second semester. Professor Moore.

**50. Topics in Modern Japanese History.** The current topic of the course is Hiroshima as history and symbol. An examination of events leading to the dropping of the bomb on Hiroshima and the significance of Hiroshima as a symbol in postwar Japan. The course will explore the outbreak of the Pacific War, the U.S. decision to develop and use the bomb, and the impact of Hiroshima on social, political, and popular opinion in Japan. Reading and discussion will treat survivor accounts, critical opinion, and pacifist and nationalist literature since 1945. Two meetings per week.
Second semester. Professor Moore.

**Introduction to Asian Civilization.** See Asian Studies 11.
First semester. Professors Babb, Dennerline and Moore.

**East and West.** See Asian Studies 19.
First semester. Omitted 1982-83. Professor Moore.

## MIDDLE EAST

**51. The Middle East from 600 to 1300 A.D.** An historical examination of Islamic civilization, its origins, its nature, and its development. Special attention will be given to the dynamism and diversity of Islamic civilization during this period and to the respective contribution of Arabs, Persians, and Turks to it. Two class meetings per week.
First semester. Omitted 1982-83. Professor Petropulos.

**52. The Middle East from 1300 to the Present.** From the formation of the Ottoman Turkish and the Safavid Persian states to the emergence of a multistate system in the twentieth century, with particular emphasis on the interaction of traditional forms indigenous to the region and external forces from the outside, on intra-regional and inter-ethnic variation, and on the twentieth century quest for self-determination, modernity, and development by Arabs, Jews, Persians, and Turks. Two class meetings per week.

Second semester. Professor Petropulos.

53. **The History of Israel.** This course will consider aspects of the Jewish experience in modern Europe; the origins and development of Zionism in Europe, America and Palestine before 1939; the Holocaust and the creation of the state of Israel; and the political, social and diplomatic history of Israel since 1948. Offered in alternate years.

First semester. Professor Levin.

## UNITED STATES

**American Studies: The American West and the Clash of Three Cultures.** See American Studies 11.

First semester. The American Studies Department. Students may elect American Studies 11 twice for credit.

55s. **Culture and Community: The Worlds of Emerson, Dickinson, and Thoreau.** This course seeks to bring together social history and literary history by examining major figures of the American Renaissance—Ralph Waldo Emerson, Henry David Thoreau, and Emily Dickinson—in the context of the communities in which they lived and wrote: Concord and Amherst, Massachusetts, in the nineteenth century. We will begin with intensive readings of literary texts, addressing New England Transcendentalism not only as a religious and philosophical perspective but also as a critical response to a world undergoing radical social change. The course will then move out to consider the biographies of the writer and to explore the ways their lives intertwine with important themes in the history of their communities. Among the subjects to be examined are the social structure of country towns, the character of family life and women's roles, education and the transmission of culture, and politics and anti-slavery. The reading for the course will consist largely of primary sources—literary works, autobiographies and memoirs, diaries, tax and census records, school reports, and newspapers—and in the process of examining them students will gain experience in methods of social history, as well as discussing the substantive ideas and issues of the course. One class meeting per week.

Enrollment limited to twenty students. Not open to Freshmen. Second semester. Omitted 1982-83. Professor Gross.

56. **Twentieth-Century America.** The course broadly traces United States social, political, and intellectual history from 1919 to the present, with emphasis on tensions between traditional American Liberalism and trends

toward centralization and collectivization. Among topics considered: the Red Scare, Herbert Hoover's associationalism, New Deal and Fair Deal, the debates over relativism and pluralism, McCarthyism, the civil rights movement, Black Power, the New Left, the domestic experience of war, Watergate, and the energy crisis. Three meetings per week, lectures and discussions.

Second semester. Omitted 1982-83. Professor Hawkins.

57. **Seminar in Southern History.** Selected topics with emphasis on forces that have affected Southern particularism.

First semester. Professor Wills (Religion Department).

58. **The Progressive Generation.** A study of the responses to change made by Americans in the generation from 1890 to 1920. By concentrating upon a single generation the course will explore some of the interrelations among politics, literature, business, the professions, religion, and popular culture. One three-hour seminar meeting per week.

Second semester. Professor Greene.

59. **Nineteenth-Century America: The Emergence of a Modern Society.** A survey of American social history from 1790 to 1850. The transformation of America from a largely rural and localistic society based on authority and tradition into an expansive, competitive one, propelled by individual initiative and technological change. The major themes are progress—its costs and benefits—and the emergence of rational attitudes toward life. Topics include: the "demographic transition" and the adoption of birth control; the takeoff to economic growth and the beginnings of industrialization; the democratization of American politics; urbanization and the appearance of the Victorian family. The problem of slavery and the persistence of white racism are treated as tests of modern rationality. Two class meetings per week.

First semester. Professor Brooke.

60. **Nineteenth-Century America: The Response to Industrialism.** A survey of social history from 1850 to 1900. On the eve of the Civil War the United States was just embarking on its career as a modern industrial state. By the turn of the century, industrial society had matured; the large organization—the national corporation, the university, the professional organization, the political machine—dominated the social landscape. This course traces the elaboration of industrial society, with emphasis on the economic development, social tensions, and ideological confusions it produces. Topics include: urbanization, immigration, and ethnic politics; working class culture and labor unrest; the conquest of the West; domesticity and women's roles; race relations; and the political and economic crises of the 1890s. Two class meetings per week.

Second semester. Professor Brooke.

61s. **American Diplomatic History I.** A study of the domestic and the international determinants of America's role in world politics from the Revolution to America's emergence as a world power in the early twentieth century. Among the topics to be considered are ideology and foreign policy in the early Republic; the origins and evolution of the Monroe Doctrine; American expansion on this continent and across the Pacific; the American Civil War; America and late nineteenth century imperialism; and Theodore Roosevelt and world politics. Offered in alternate years.

Second semester. Professor Levin.

62f. **American Diplomatic History II.** A study of the domestic and the international determinants of America's role in world politics from the First World War to the Korean War. Among the topics to be considered are War, Revolution and Wilsonian diplomacy; Wilson's efforts to create a liberal world order at the Paris Peace Conference of 1919; the League of Nations controversy in American politics; the question of American isolationism in the 1920s; the response of New Deal diplomacy to the Depression, the rise of fascism and the breakdown of the Versailles world order; isolationism, internationalism and American entry into the Second World War; the origins of the Cold War; and the creation of the containment doctrine and its globalization amid the domestic and the international pressures caused by the Chinese Revolution and the Korean War. Offered in alternate years.

First semester. Omitted 1982-83. Professor Levin.

63. **American Intellectual History: Tocqueville's "Democracy in America" Today.** The seminar will address itself to an intensive study of Tocqueville's great classic on Democracy and Equality in America, with a view to exploring its significance and its relevance to the America of today, and of the future. It will concentrate on a number of major issues: Traditional and Democratic Culture, the Tyranny of the Majority, Democracy and the Just Society, Centralization and Liberty, Social Equality and Economic Inequality, the role of the Military in Modern Democracy, Democracy and Individualism, the Problem of Virtue in a Republic. Students are expected to have read the volumes before the opening meeting of the class. One two-hour seminar per week.

Open to Juniors and Seniors with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

64. **American Diplomatic History III.** A study of the domestic and the international determinants of America's role in world politics from the Korean War to the present. Among the topics to be considered are Eisenhower, Dulles and the Soviet-American strategic and diplomatic rivalry in an era of decolonization; Vietnam, Latin America, nuclear diplomacy and great power interaction at the height of America's liberal

globalism under Kennedy and Johnson; the response of Nixon and Kissinger to the Vietnam War, conflict in the Middle East and Africa, the Chinese-Soviet-American triangular relationship, the nuclear balance and changes in the world political economy; and the response to the lessons of Vietnam in the diplomacy of Ford, Carter, and Reagan. Offered in alternate years.

Second semester. Omitted 1982-83. Professor Levin.

**65. Community and Individualism in Early America.** A study of the tensions between liberal individualism and the bonds of community in the development of American society. The course will focus on tensions within the Puritan communities of New England, the Quakers' "Holy Experiment," the semi-aristocratic society of Virginia, and the experience of the American Revolution. Two meetings per week.

First semester. Professor Greene.

**66f. Seminar in American Educational History.** The development of ideas and institutions since the late nineteenth century, with an emphasis on higher education. One two-hour meeting per week.

Limited to fifteen students. First semester. Omitted 1982-83. Professor Hawkins.

**67. Seminar in Recent American History.** Students will pursue in depth topics in social, political, economic, and intellectual history and lead seminars which they have helped plan. In addition, the group will pursue a core of common readings. The writing for the course consists of a major research paper, including preliminary prospectuses and drafts.

Admission with consent of the instructor. First semester. Omitted 1982-83. Professor Hawkins.

**68f. Seminar in American Intellectual History: The Bill of Rights.** This seminar will explore the concept of rights in society and the role of the courts in defending and preserving those rights. The seminar will deal with controversies over the meaning of freedom of speech, press, religion, due process of law, equal protection of the laws, the nature of equality, the relations of civil and military; newly emerging problems of capital punishment, privacy, reverse discrimination and the problem of judicial review in a democracy. Materials will be drawn chiefly from legal cases. One two-hour seminar per week.

Open to Freshmen and Sophomores with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

## AFRICA, CARIBBEAN, LATIN AMERICA

71. **African History to 1880.** A general history of Africa from the Axumite, Nubian and Nile Valley Kingdoms to the nineteenth century. Attention will be given in the lectures to migrational patterns and the emergence of states and imperial systems; the rise of monarchies in the Sudan forest areas and in central Africa; where relevant, consideration will be given to relations between African states and the development of institutions. Especial attention will be paid to North Africa. Two class meetings per week.

Requisite: Previous course work in the Department of History or consent of the instructor. First semester. Omitted 1982-83. Professor Davis.

72. **Topics in Modern African History: Modernism in Twentieth-Century Africa.** This course will deal with the impact of exploration, missionary activity in South Africa, European penetration and imperial systems, the Congress of Berlin and the African reaction. Special emphasis upon Ethiopia, Angola, and the Congo. Much of the reading is from scholarly journals. An essay will be required. Two class meetings per week.

Second semester. Omitted 1982-83. Professor Davis.

73. **Caribbean History.** This course will see the Caribbean as an area of European expansionism, identifying systems such as the *encomienda*, the *Repartimiento* and the institutional complex of the plantation slave economy, its eventual abolition and the transition of the society from slavery through colonialism to independence. It will deal with post-emancipation labor dynamics, metropolitan control, race, color, class and caste in the society, the growth of trade unions and their interrelationships with political parties, the movement towards Federation, its failure, and the independence trend making for fragmentation. Attention will be paid to the new linkages being forged in the area. The approach at times will be island specific (French, Spanish, English, Danish, Dutch), or thematic. Two class meeting per week.

First semester. Professor Campbell.

74. **Topics on the Caribbean and Latin America.** Each year the course will focus on a single topic to be studied in depth within a seminar setting. When the topic changes, the course may again be taken for credit, with the consent of the instructor. However, students should register for it the second time as Special Topics 98. The topic for spring 1983 will be: Revolution in the Caribbean and Latin America: Haiti, Mexico and Grenada, specifically. The topic for spring 1984 will be: Caribbean Society and Culture through Literature. Two class meetings per week.

Not open to Freshmen. Second semester. Professor Campbell.

## COMPARATIVE AND OTHER SPECIAL TOPICS

**77, D77. Independent Research,** culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Open to Juniors and Seniors. First semester. The Department.

**78, D78. Independent Research.** Same description as 77, D77.

Open to Juniors and Seniors. Second semester. The Department.

**84. A History of Women in Cross-Cultural Perspective.** The nineteenth century world in both America and Western Europe witnessed the emergence of two distinct spheres of experience for women: a middle-class culture, centered around the home, church, and voluntary associations, and a working class culture, where women had to combine the longstanding tasks of child-rearing with new routines and responsibilities of factory labor. This course investigates the crystallization of these women's "spheres" out of pre-industrial society and seeks to understand how the collapse of an agrarian, patriarchal order and the rise of industrial society created both new constraints and new possibilities for the liberation of both men and women. This analysis will attempt to link large, impersonal forces—such as industrialization and modernization—to the intimate experiences of individuals. As such, it treats women as agents of their own history; inquires into the history of feminism and anti-feminist social movements, and into the contemporary revival of feminist critiques of modern Western society. For comparative purposes, the course may also draw briefly on the history of women in a non-Western context, such as India, and explore whether Western feminist ideas are relevant to the situation of women in the Third World today. Two class meetings per week.

Second semester. Omitted 1982-83. Professor Gross.

**88f. Resistance Movements During and After World War II.** A comparative study of total war, social revolution, and international politics with particular attention to the impact of organized resistance and its diversity of outcome on the contemporary world. The selection of movements for special focus will vary from year to year. In 1982-83 the course will focus on France and Muslim North Africa (Morocco, Algeria, and Tunisia). Two class meetings per week.

First semester. Professor Petropulos.

**91. Senior Seminar for History Majors.** The purpose of the Senior seminar for majors is to address history as a scholarly discipline, a profession, and a part of the liberal arts curriculum. Although the seminar topic changes every two years, the course method remains the same: theoretical, historiographical, and comparative. The course this year will examine the impact that recent scholarship on the history of women has had on the received ideas of what constitutes American and European "history," as it is written and as it is taught. Members of the seminar will read secondary works, use primary sources, and have the opportunity to meet a number of scholars currently active in women's history. Enrollment is limited to Senior History majors for whom it is required. One class meeting per week, plus scheduled guest lectures.

First semester. Professor Bezucha.

97, H97, 98, H98. **Special Topics.** Independent Reading. Full or half course.

First and second semesters.

## RELATED COURSES

**African Elements in Brazil, Latin America, and the Caribbean.** See Black Studies 50.

Second semester. Omitted 1982-83. Professor Davis.

**Comparative Slave Systems.** See Black Studies 63.

First semester. Professor Campbell.

**The African Roots of Blacks in the Diaspora.** See Black Studies 64.

Second semester. Omitted 1982-83. Professor Campbell.

**Greek Civilization.** See Classics 23.

First semester. Professor Griffiths.

**Roman Civilization.** See Classics 24.

Second semester. Professor Marshall.

**Greek History.** See Classics 32.

Second semester. Professor Hague.

**History of Rome.** See Classics 33.

First semester. Omitted 1982-83. Professor Basto.

**The Industrialization of Europe.** See Economics 27.

Requisite: Economics 11. First semester. Omitted 1982-83. Professor Aitken.

**American Economic History.** See Economics 28.

Requisite: Economics 11. Second semester. Omitted 1982-83. Professor Aitken.

**The History of Economics Ideas.** See Economics 29.
Requisite: Economics 11. First semester. Omitted 1982-83. Professor Aitken.

**Problems in Economic History.** See Economics 32.
Requisite: Economics 27 or 28 and consent of the instructor. Limited to fifteen students. Second semester. Omitted 1982-83. Professor Aitken.

**Phenomena in Scientific Inquiry: An Historical Approach.** See Physics 10.
Second semester. Professor Zajonc.

**American Religious History I.** See Religion 33s.
Second semester. Omitted 1982-83. Professor Wills.

**American Religious History II.** See Religion 34.
Second semester. Professor Wills.

# KENAN COLLOQUIUM

**2. British and American Literature of the Nineteenth Century.** A comparative study of renderings of self and society in novels, poetry, and discursive prose, from both canonical and popular literature.

Open to Juniors and Seniors with consent of the instructors. Limited to thirty-five students. Second semester. Professors Craig and O'Connell.

# LATIN AMERICAN STUDIES

Amherst students interested in majoring in Latin American Studies have the following two options: (1) they can construct a major within the Spanish section of the Romance Language Department which fulfills the requirements for the Spanish major established in this catalogue but which emphasizes the Latin American area; (2) they can, in conjunction with an advisor and with the approval of the College Committee on Special Programs, design their own Latin American Studies major, taking advantage of the varied Five-College offerings in the field. (See the publication *Latin American Studies*, compiled under the auspices of the Five College Office.)

Those students interested in the first option should consult with appropriate members of the Romance Languages Department, while those interested in the second are advised of the following faculty at the College who are available for counselling in Latin American Studies: Professor Parker of the English Department, Professors Campbell and Davis of the History Department, Professor Basu of the Political Science Department and Professors Johnson, Maraniss, Sommer and Ugarte of the Romance Languages Departments.

Students choosing either of these two major programs, as well as students with majors in fields other than Latin American Studies, are eligible, subject to Amherst Faculty approval, to participate in the Certificate Program in Latin American Studies offered at the University of Massachusetts. This is not a major program and is viewed as supplementary to work done in the major.

Individual courses related to the Latin American area which are offered at the College include: History 73 and 74; Spanish 17, 34, 37, 41 and 45; Political Science 24 and Economics 36.

# LEGAL STUDIES

Professors Arkes*, Dizard, Greene, Gross*, Hawkins*, Kateb*, Kearns, Machala, Meister and Sarat.

There is no major in Legal Studies. Courses related to Legal Studies are offered in the departments of Philosophy, Political Science, History, Sociology, and Economics. For information, consult Professor Sarat.

**Ethical Theories.** See Philosophy 34.
Second semester. Professor Kearns.

**Law, Morals, and Society.** See Philosophy 42.
Second semester. Omitted 1982-83. Professor Kearns.

**American Government.** See Political Science 21.
First semester. Professor Sarat.

**Law, Politics and Society.** See Political Science 22.
Second semester. Professor Sarat.

**Political Obligations.** See Political Science 23.
First semester. Omitted 1982-83. Professor Arkes.

**Political Theory from Hobbes to Marx.** See Political Science 28.
Second semester. Omitted 1982-83. Professor Kateb.

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*On leave 1982-83.

**International Law.** See Political Science 38.
Second semester. Professor Machala.

**The American Constitution.** See Political Science 41s.
Second semester. Omitted 1982-83. Professor Arkes.

**Political Theory from Plato to Machiavelli.** See Political Science 49.
First semester. Omitted 1982-83. Professor Kateb.

**The Courts, the Constitution and the Limits of Law.** See Political Science 50.
Second semester. Professor Sarat.

**Seminar in Constitutional Law.** See Political Science 51.
First semester. Omitted 1982-83. Professor Arkes.

**Twentieth-Century America.** See History 56.
Second semester. Omitted 1982-83. Professor Hawkins.

**Nineteenth-Century America: The Emergence of a Modern Society.** See History 59.
First semester. Professor Brooke.

**Nineteenth-Century America: The Response to Industrialism.** See History 60.
First semester. Professor Brooke.

**American Intellectual History: Tocqueville's "Democracy in America" Today.** See History 63.
First semester. Professor Commager.

**Community and Individualism in Early America.** See History 65.
First semester. Professor Greene.

**Seminar in American Intellectual History: The Bill of Rights.** See History 68f.
First semester. Professor Commager.

**Contemporary Conservatism in America: The Rise and Future Prospects of the New Right.**
First semester. Professor Himmelstein.

**Character and Social Structure.** See Sociology 34.
Open to Juniors and Seniors with consent of the instructor. Second semester. Professor Meister.

**Economics and Property Rights.** See Economics 20.
Second semester. Professor Janis.

**The Regulated American Economy.** See Economics 25s.
Second semester. Professor Janis.

# LINGUISTICS

Amherst College offers occasional courses in Linguistics through the department of English, Psychology, and Anthropology. For information, consult Professor Parker. Hampshire College offers courses in Language Theory, Applied Linguistics, and Sociolinguistics. Mount Holyoke College has a course in Communication Theory. The University of Massachusetts offers courses on both the undergraduate and graduate level in Speech and Language Theory, Phonetics, General Linguistics, Phonological Theory, and Syntax.

# LUCE SEMINARS

4. **Religion, Ethics, and the Family.** An examination of such topics as the nature and scope of kinship obligations, the norms for sexuality and sex roles, and the standards governing marriage as these have been debated and defined within various religious traditions. After an initial, broadly comparative overview, the course will turn to a general examination of the historical development of Christian moral teaching on the family up to the modern period. This will lead into a detailed analysis of the encounter in the nineteenth and twentieth centuries between modern Christian views and those of African traditional religion. Here attention will be given to specific issues (e.g., obligations to one's ancestors, polygamy versus monogamy) and to types of religious-ethical reasoning (i.e., ways of giving religious and moral justification to judgments on specific issues). The question of ethical relativism as it presents itself in this context will also be addressed.
Second semester. Omitted 1982-83.

5. **Buddhist and Christian Ethics.** An examination of the nature and historical influence of Buddhist and Christian ethics. The course will take as its point of departure Max Weber's theses about the basic differences between Indian and Western religions and their crucial importance in shaping the divergent development of Indian and Western civilizations. Weber's views will then be assessed through an examination of selected texts, figures, and movements in Buddhist and Christian history. Empha-

sis will be placed on comparing the importance within the two traditions of the saint or holy person, the relation between the conduct expected of such "religious virtuosos" and that required of ordinary believers, and the ways in which religious norms do (or do not) encourage and direct the believer's participation in family, economic, and political life. Particular attention will be given to the relation within both Buddhism and Christianity of "saintly" non-violence and the requirements of ordinary political life.

First semester. Omitted 1982-83.

**7. Buddha, Jesus and Muhammad.** A comparison of Buddhism, Christianity and Islam through an examination of the formative and continuing influence of the life and teachings of the founding figure within each tradition. Special attention will be given, in each case, to the social and political implications of the founder's message and to the way, over the centuries, changing perceptions of the founders' lives and teachings have both initiated and reflected changes within the religious communities and their social surroundings. Throughout the course, inquiry will be made into the roots of the distinctive universalism of the three traditions (so important for the history of their spread from civilization to civilization) and the realities of religious pluralism and inter-religious encounter in the modern world.

First semester. Professors Doran, Ibish and Thurman.

**8. Religion, Ethics and International Relations.** An examination of such topics as the basis of order and the meaning of justice in international relations, the possibility of achieving universal standards of basic human rights, and the moral ordering of the resort to and conduct of warfare as these have been debated and defined within various religious traditions. After an initial examination of some general questions concerning the relations of religion, ethics and international relations, the course will focus on the historical development within Christianity and Islam of specific conceptions (both theoretical and practical) of the proper conduct of relations among states, particularly in warfare. Attention will be given both to the independent development of the two traditions and to their historical interaction, e.g., in the Crusades. In the latter part of the course, we will turn to an examination of the religious-ethical dimensions of some contemporary international issues in the Middle East, especially those arising from the creation of the state of Israel. Consideration will be given here to the encounter of Judaism, Christianity and Islam both with one another and with modern secular ideologies.

Second semester. Professors Ibish and Wills.

# MATHEMATICS

Professors Armacost, Bailey (Chairman), Denton, Mauldon* and Starr; Visiting Associate Professor Donoghue; Assistant Professors Cox and Parker (Computer Science); Professor Emeritus Breusch, Lecturer in Mathematics.

*Major Program.* The basic minimum course requirements for a major are Mathematics 11, 12, 21, 22, 25, 26, Physics 13, 14 or an alternate approved by the Department, and at least three more courses in Mathematics. Physics 18 may be substituted for the Physics 13-14 combination. Students with a strong background in Mathematics may be excused from certain courses such as Mathematics 11. It is recommended that such students take the Advanced Placement Examination in Mathematics.

For *rite* majors, a comprehensive examination will be given near the beginning of the second semester of their Senior year. A document describing the comprehensive examination in detail can be obtained from the Department Secretary. Students in the Class of 1983 or earlier who complete all the requirements for the major in some other department may also graduate *rite* in Mathematics provided they have fulfilled all the *course* requirements in Mathematics. Beginning with the Class of 1984, however, all *rite* majors, whether double majors or not, must take the comprehensive examination.

A student considering a major in Mathematics should consult with a member of the Department as early as possible, preferably during the Freshman year. This will facilitate the arrangement of a program best suited to the student's ability and interest, whether it be in Mathematics, secondary school teaching, or a non-mathematical career. If possible, the student should complete two courses during the Freshman year and should have completed all required courses by the end of the Junior year.

For a student considering graduate study in Mathematics, an Honors program and a reading knowledge of two foreign languages (usually German, French or Russian) are extremely desirable. Such a student is advised to take the Graduate Record Examination early in the Senior year.

*Honors Program.* For a degree with Honors, the following courses are required: Mathematics 41 and either Mathematics 42 or Mathematics 44. Students are admitted to the Honors program on the basis of a qualifying examination given at the beginning of the second semester of their Junior year. Before the end of the Junior year, an individual thesis topic will be selected by an Honors candidate in conference with a member of the Department. After an intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of the material, if not in content. All students majoring in Mathematics are expected to attend the Mathematics Colloquium during their Junior and Senior years, and Honors candidates will report to the colloquium on their thesis work during the Senior year.

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*On leave 1982-83.

5. **Calculus with Algebra.** Mathematics 5 and 6 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus, these courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 5 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week. Note: While Mathematics 5 and 6 are sufficient for any course with a Mathematics 11 requisite, Mathematics 5 alone is not.

First semester. Professor Cox.

6. **Calculus with Elementary Functions.** Mathematics 6 is a continuation of Mathematics 5. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 5 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Finally, first order separable differential equations will be studied. Four class hours per week.

Second semester. Professor Cox.

9. **Elementary Probability and Statistics.** An introduction to the basic methods of statistical inference, together with their probabilistic background; binomial, Poisson, and normal distributions; estimation and hypothesis testing; regression; analysis of variance; and brief coverage of goodness of fit, contingency table analysis, and non-parametric methods. An introduction to SPSS, the computer-implemented statistical package for the social sciences, will also be provided. Three hours of class and two hours of laboratory per week.

Requisite: Knowledge of high school algebra. No prior college level mathematics courses are required, and no prior experience with computers is needed. Students considering a major in Mathematics are advised not to take this course. Mathematics 17 may not be taken for credit if this course is taken. First semester. Omitted 1982-83. Professor Starr.

**10. Finite Mathematics.** A course intended primarily for non-mathematics majors. Emphasis will be placed on topics having applications in the social sciences. Elementary discrete probability theory (counting techniques, independent trails, expected values), elementary matrix algebra with applications to Markov chains, decision theory, simulation, linear programming, and assorted topics in operations research. Four class hours per week.

Second semester. Omitted 1982-83.

**11. Introduction to the Calculus.** Basic concepts of limits, derivatives, anti-derivatives; applications; the definite integral, simple applications; circular functions and their inverses; logarithms and exponential functions. Four class hours per week. Note: Students with a weak background in high school mathematics have often experienced difficulty with Mathematics 11; for this reason, such students are advised to enroll in Mathematics 11s, in the spring. The longer semester in Mathematics 11s permits a more thorough treatment of the same material as in Mathematics 11. Four class hours per week.

First semester. The Department.

**11s. Introduction to the Calculus.** Same description as Mathematics 11.

Second semester. The Department.

**12. Intermediate Calculus.** A continuation of Mathematics 11. Applications of integration to volume, arc length and related problems; methods of integration; conic sections and general second degree equations in two variables; hyperbolic functions; polar coordinates; parametric equations and vectors; infinite series, power series and the Taylor development; L'Hôpital's rule. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. Second semester. The Department.

**12f. Intermediate Calculus.** Same description as Mathematics 12.

First semester. The Department.

**15. The Design and Analysis of Computer Algorithms.** A selection of topics from computer science including: readings on the development of computers, architecture of modern computers, introduction to structured programming, elementary data structures, sorting and searching techniques, and the analysis of complexity of computation. While this course should not be regarded as an introduction to computer programming, no previous experience with computers will be required. Four class hours per week.

First semester. Professor Parker.

**16. Introduction to Computer Systems.** The course will provide an introduction to basic computer systems such as assemblers, compilers, and operating systems. A study of these systems, as implemented on modern computers, will provide an introduction to elementary concepts of computer architecture. Students will learn an assembly language. Specific topics may vary according to available facilities. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 15 or consent of the instructor. Second semester. Omitted 1982-83. Professor Bailey.

**17. Introduction to Probability and Statistics.** Elementary probability, including statements of the law of large numbers and the central limit theorem; distribution functions of frequent occurrence in statistics, such as the Normal, Poisson, Chi square and Student's t, and their use in hypothesis testing and estimation; roles of the law of large numbers and the central limit theorem in hypothesis testing and estimation (including errors of Type I and Type II); a brief introduction to analysis of variance and non-parametric methods. Four class hours per week.

Requisite: Mathematics 11. Except with special permission of the departments concerned, this course and Economics 15 may not both be taken for credit. First semester. Omitted 1982-83.

**17s. Introduction to Probability and Statistics.** Same description as Mathematics 17.

Second semester. Professor Denton.

**18. Topics in Geometry.** Axiomatic systems. Completeness and consistency. Axioms of incidence and extension. The foundations of Euclidean and non-Euclidean geometry. Their relevance to the real world. Other applications of geometry. Three class hours per week. Offered in alternate years.

Requisite: Mathematics 12. Second semester. Omitted 1982-83. Professor Mauldon.

**21. Multivariable Calculus.** Introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester. Professors Armacost and Denton.

**21s. Multivariable Calculus.** Same description as Mathematics 21.

Second semester. Professor Armacost.

22. **Advanced Calculus.** Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence; surface integrals; divergence theorem; Stokes' theorem. Four class hours per week.

Requisite: Mathematics 21. Second semester. Professor Starr.

25. **Linear Algebra.** The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence and basis; systems of linear equations; linear transformations and their representation by matrices; determinants; eigenvalues and eigenvectors. The course may also cover inner product spaces, dual spaces, the Cayley-Hamilton Theorem, and an introduction to canonical forms. Four class hours per week.

Requisite: Mathematics 12. First semester. Professor Bailey.

26. **Groups, Rings and Fields.** A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 25. Second semester. Professor Armacost.

27. **Topics in Algebra.** The study of fields, leading up to the fundamental theorems of Galois theory. Criterion for the solvability of equations by radicals. Then a careful study of linear transformations of a finite dimensional vector space, including canonical forms and spectral theorems. The remainder of the course will vary in content from year to year. Possible topics include: fields of characteristic $p > 0$; classical theorems of Frobenious and Wedderburn; structure theorems for semi-simple rings; homological algebra; commutative algebra; rings of integers in algebraic number fields; group representations; lattices and Boolean algebras. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 26. First semester. Professor Cox.

28. **Differential Equations.** The solution, application and theory of differential equations. After a study of elementary methods of solution, systems of differential equations, and the existence, uniqueness and stability of solutions, attention will be given to topics among the following: numerical methods, partial differential equations, and eigenfunction expansions. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 21. Second semester. Omitted 1982-83. Professor Starr.

30. **Numerical Analysis.** Practical computer methods for treating numerical problems, considered in conjunction with relevant theoretical mat-

ters and practical applications. Topics chosen from: approximation and evaluation of functions, derivatives, and integrals; numerical solution of systems of linear and nonlinear equations, eigenvalue problems, and differential equations; convergence, stability, efficiency, and error analysis of approximation methods; numerical optimization. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. Second semester. Professor Donoghue.

**32. Differential Geometry.** The study of curves and surfaces in three-dimensional space. Tangent lines, tangent planes, normals, arc length and surface area are reviewed, and then the Gauss map and the Gaussian curvature of a surface are introduced. A key result is that the Gaussian curvature is an intrinsic invariant, meaning that it can be computed without ever leaving the surface—it depends only on what is called the first fundamental form. Then come geodesics, which are special curves on a surface that generalize straight lines in the plane and great circles on a sphere. The course will culminate in the Gauss-Bonnet theorem, which relates the integral of the Gaussian curvature to certain global invariants of the surface. Numerous applications will be given. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 21. Second semester. Professor Cox.

**33. Theory of Numbers.** An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: Diophantine equations; Waring's problem; asymptotic prime number estimates; continued fractions; algebraic integers; unique factorization domains. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. First semester. Omitted 1982-83. Professor Mauldon.

**36. Statistics.** Intermediate probability; forms and sketches of proofs of the law of large numbers and the central limit theorem; Neyman-Pearson theory of hypothesis testing and estimation; properties of some parametric and non-parametric tests of wide applicability; introduction to decision theory. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 17. Second semester. Omitted 1982-83. Professor Denton.

**41. Functions of a Complex Variable.** An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals. Cauchy's theorems; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 21. First semester. Professor Donoghue.

**42. Functions of a Real Variable.** An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Omitted 1982-83. Professor Mauldon.

**44. Topology.** An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Professor Bailey.

**77. Honors Course.**

Open to Seniors with the consent of the Department. First semester. The Department.

**78. Honors Course.**

Open to Seniors with the consent of the Department. Second semester. The Department.

**97. Special Topics.** Independent Reading Course.

First semester. The Department.

**98. Special Topics.** Independent Reading Course.

Second semester. The Department.

# MELLON SEMINAR

**2. Standards.** The problem of standards in the arts, professions and general productive life continues to haunt democratic society; the language in which many people think about the problem is laden with cliche and truism. Can the language be improved? Can the complex considerations—political, economic, aesthetic, moral—figuring in such a concept as "cultural decline" be disentangled? The seminar will explore the possibilities. Topics will include the early mass culture debate, labor-capital strife about "scientific management," the politics of growth v. no-growth; the politics of intelligence testing and of education for the professions. Imaginative writing by William Morris, Henry Adams, William Butler, Yeats, Ezra Pound, and Saul Bellow will figure in the work of the course, so too, more briefly, will critical and descriptive writing by E.P. Thompson, R. Williams, F.R. Leavis, members of the Frankfurt School, K. Mannheim, C.W. Mills, H. Gutman, F. Taylor, S.J. Gould, B. Bledstein, B. Commoner, and others. One two-hour meeting per week.

Open to Juniors and Seniors. Limited to fifteen students. Second semester. Professor DeMott.

# MUSIC

Professors McInnes (Chairman) and Spratlan; Associate Professor Reck; Visiting Associate Professor Kelly; Assistant Professors Grayson and Rothstein.

*Major Program.* It is the intention of the Music Department that those completing the major have a thorough grounding in the traditional scholarly aspects of the discipline: music theory, analysis, and music history. It is also highly recommended that majors be alert to other modes of experiencing and thinking about music, for example, through the study of composition, music outside the classical Western tradition, and, where possible, performance.

A command of music theory is essential, for it provides a necessary understanding of the materials and structure of Western music. Similarly, the study of music history investigates the nature of tradition and style and provides a sense of social, intellectual, and artistic context. Courses in the above areas represent the required core of the music major program. Among electives, music composition acquaints the student with the decisions, emotional involvement, and projection of musical self entailed in the creative process; world music introduces the student to a wealth of great folk and classical traditions whose materials and aesthetic may be different from our own; and performance—for those with adequate training and experience—is culminative and is concerned with the emotionally charged transformation of idea into sound.

Eight semester courses in music—six required, two elective—are needed to complete the *rite* major (except in the case of those students concentrating in performance, who must complete the equivalent of nine courses, including at least four half-courses in instrumental or vocal instruction: cf. *Performance Guidelines* below). The following courses are required: Music 31, 32, 33, 34; and Music 21 and 22.

(In special cases a student may request exemption by examination from a required course. This request should be taken up with one's advisor.)

A student may concentrate in music theory, music history, composition, ethnomusicology, or performance; this ordinarily entails electing a number of courses in one's field of concentration beyond those required.

The Department of Music urges all prospective majors to see the Chairman early on so that a satisfactory sequence of courses may be arranged. We urge, as well, that students acquaint themselves with the wide variety of music courses available through five-college interchange. (For example, courses in African-American Music are offered at the University of Massachusetts and Hampshire College; in electronic music at the University of Massachusetts, Hampshire College, and Smith College; etc.)

Above all, the Department is committed to helping the student put together a program that is most suited to his or her interests and aspirations. Thus, regular contact with one's advisor is essential.

*Comprehensive Examination.* The comprehensive examination is in three parts: (1) a written music theory examination; (2) an aural examination in which musical examples are discussed in their stylistic and historical context; and (3) an oral presentation demonstrating analytic and historical skills. This examination, in whole or in part, may be taken in the Junior and/or Senior year.

*Honors Program.* In the Senior year a student may elect to do honors work. This may result in a critical, historical, theoretical, or ethnomusicological thesis; a major composition project; or a full recital. The thesis course, Music 77-78, should be elected in the Senior year. A student interested in honors work should consult with his or her advisor during the Junior year.

All Senior Honors projects must be submitted to the full Department faculty for approval in advance of registration for honors work. In most cases, this means that students must submit their proposals in the second semester of their Junior year in advance of preregistration.

**11. Introduction to Music.** A comprehensive introduction to the theoretical basis of Western music. Topics to be discussed will include intervals, scales, keys, melody, rhythm, harmony, texture, and form. Three class meetings and one ear training section per week.

Requisite: Ability to read music, and either performing experience, extensive listening experience, or Music 15 or Music 15s. First semester. Professor Grayson.

**15. Listening.** This course pursues the development of listening skills, principally as regards the tradition of Western classical music. Emphasis is placed on the development of an aural sense of historical, stylistic, and idiomatic contexts. An introduction to musical notation is included as a regular part of the course. No musical background whatsoever is required or assumed. Two class meetings and one listening section per week. *Students who have taken any other music course at Amherst College may not elect Music 15 or 15s.*

First semester. Professor McInnes.

**15s. Listening.** Same description as Music 15.
Second semester. Professor Grayson.

**16. Masterpieces.** A continuation of Music 15. A detailed study of several masterworks from the orchestral, operatic, choral and solo literature. Special emphasis will be given to the diverse ways in which the elements of music may be combined. Two class meetings a week.
Requisite: Music 15. Second semester. Professor Rothstein.

**17. Music and the Virtuoso.** A study of the development of instrumental and vocal virtuosity and its effect on music from the Baroque to the present. Among the topics to be considered will be: the relationship of the virtuoso to the composer; the effect of virtuosity on musical style and musical form; the development of the solo concerto; and the relationship of the virtuoso to the musical public. Two class meetings per week. Offered in alternate years.
Requisite: Music 15 or 15s or ability to read music. First semester. Professor Rothstein.

**18. Choral Music.** A survey of the stylistic development of choral music in the historical context from the Renaissance to the present, including detailed analyses of major compositions of several composers. Two class meetings per week. Offered in alternate years.
Requisite: Music 15 or 15s or consent of the instructor. Second semester. Professor McInnes.

**21. History of Western Music I.** A study of music written during the Medieval, Renaissance, and early and middle Baroque periods of music history. The emphasis is on the stylistic characteristics of these periods and of individual composers, as observed in the close study of the shape and effectiveness of specific pieces. Relationships among music, the visual arts, and historical events will be included.
Requisite: Music 11 or 11s, 31, or consent of the instructor. First semester. Professor Kelly.

**22. History of Western Music II.** A study of works from the late Baroque to the twentieth century. The approach will be similar to that described above for Music 21. Three class meetings per week.
Requisite: Music 11 or 11s, 31, or consent of the instructor. Second semester. Professor Grayson.

**23. Music of the Whole Earth.** A survey and exploration of the richness and variety of ways of looking at, organizing, and making sound into what is called music in different parts of the world. The course covers tribal, folk, and classical music systems of Oceania/Polynesia, the Far

East, Asia, Europe, the Middle East, Africa, and the Americas. There will be comparative studies of world concepts of melody, harmony, polyphony, timbre, form, ensembles, and the techniques and styles of playing and making instruments. Two class meetings plus one lab section per week.

First semester. Omitted 1982-83. Professor Reck.

## MUSIC IN WORLD CULTURE

**24. Seminar in World Music: Music in China, Korea, and Japan.** An interdisciplinary study of the music of East Asia concentrating on the high classical traditions of China, Korea, and Japan. Readings in anthropology, art, religion, philosophy, poetry, and history will place musical expression within its context as one apple on the human cultural tree. Among the genres to be explored are the musical theater (Kabuki, Noh, Peking Opera), solo traditions (Ch'in, Koto, Shakuhachi), and ensembles and orchestras (A-ak, Gagaku). Concerts, films, guest lectures. Two class meetings per week.

Second semester. Professor Reck.

**26. Topics in European Musical Culture.** The topic for spring 1983 will be: Classicism and the Rise of Romanticism, 1750-1825. Musical thought of the time and its relationship to contemporary art, literature, and politics. Frequent guest lectures. Two class meetings per week.

Requisite: Music 15. Second semester. Professor Spratlan.

**27. Musical Culture in the United States.** A study of American music from the colonial period to the present: the development of popular and folk idioms, contributions of various ethnic minorities, the contemporary scene; with special emphasis on the fusion of European and African elements (in blues, jazz, rock, soul, and pop), and the country music of the Appalachians. Two class meetings per week.

First semester. Professor Reck.

**29, H29, 30, H30. Performance.** See performance guidelines below.

**31. Tonal Harmony and Counterpoint I.** Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. Three class meetings plus two ear training sections. This course is the first of the required music theory sequence for majors.

Requisite: Ability to read music, and either performing experience, extensive listening experience, or Music 15 or 15s. First semester. Professor Spratlan.

**32. Tonal Harmony and Counterpoint II.** A continuation of Music 31. Three class meetings and two ear training sections per week.

Requisite: Music 31 or consent of the instructor. Second semester. Professor Spratlan.

**33. Advanced Harmony and Analysis I.** A continuation of Music 32. Modulation and simple chromatic harmony; analysis of short works from the eighteenth and nineteenth centuries. Three class meetings and two ear training sections per week.

Requisite: Music 32 or consent of the instructor. First semester. Professor Rothstein.

**34. Advanced Harmony and Analysis II.** A continuation of Music 33. Chromatic harmony; introduction to twentieth-century techniques; analysis of larger works from the eighteenth and nineteenth centuries. Two class meetings and one ear training section per week.

Requisite: Music 33 or consent of the instructor. Second semester. Professor Rothstein.

**41s. Renaissance Music.** Topics in the music of fifteenth and sixteenth century Europe. Rather than attempt a survey, this course will examine works by a few composers such as Dufay, Josquin des Prez, Palestrina, Lasso, and Byrd. Genres will include the mass, motet, chanson, madrigal, and instrumental music. Attending and criticizing one or two performances of Renaissance music will be an integral part of the course. Two class meetings per week. Offered in alternate years.

Requisite: Ability to read music. Second semester. Omitted 1982-83.

**42f. Bach.** A consideration of Bach's monumental artistic achievements, with attention to the artistic and personal crises of childhood, youth, middle age, and old age. Two class meetings per week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. First semester. Omitted 1982-83. Professor Spratlan.

**43s. The Classical Style.** A study of late eighteenth-century style as exemplified by the piano, chamber, vocal, and orchestral works of Haydn, Mozart, and their contemporaries. Two class meetings per week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. Second semester. Omitted 1982-83. Professor Grayson.

**44. Beethoven.** A study of the piano, chamber, orchestral and choral music. Two class meetings a week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. Second semester. Omitted 1982-83. Professor Grayson.

**45. Opera.** A survey of the stylistic development of the musical drama from 1600 to the present, with concentrated investigation of representative works by Mozart, Verdi, and Wagner. Two class meetings per week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. First semester. Omitted 1982-83. Professor Grayson.

**48f. Twentieth-Century Music.** A survey of the major trends in twentieth-century compositional thought and practice: chromatic tonality, atonality, serialism, neo-classicism, nationalism, avant-gardism, etc. Emphasis will be on various composers' approaches to the problems of tonal language. Selected works will be analyzed. Two class meetings per week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. First semester. Omitted 1982-83. Professor Rothstein.

**53s. Orchestral Music.** This course will examine symphonies, programmatic music, and concerti from the Baroque to the twentieth century by such composers as Bach, Vivaldi, Haydn, Mozart, Beethoven, Berlioz, Mendelssohn, Brahms, Tschaikovsky, Debussy, Stravinsky, and Bartok. Two class meetings per week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. Second semester. Omitted 1982-83.

**69s. Composition.** A hands-on introduction to and exploration of the craft of musical composition beginning (at the elementary level) with the creation of brief melodies, harmonic sketches, and rhythmic structures and progressing to simple inventions, songs, and two- and three-part forms. Included in the course will be a study of twentieth century techniques, demonstrations on instruments, and development of each individual's creativity. Two class meetings per week.

Requisite: Ability to read music. Knowledge of traditional music theory is not required. Second semester. Professor Reck.

**71. Composition Seminar.** Composition according to the needs and experience of the individual student. One class meeting a week and private conferences. This course may be repeated.

Requisite: Music 69 or the equivalent, and consent of the instructor. First semester. Professor Spratlan.

**72. Composition Seminar.** A continuation of Music 71. This course may be repeated.

Requisite: Music 71, or the equivalent, and consent of the instructor. Second semester. Omitted 1982-83. Professor Spratlan.

**Introduction to African-American Music.** See Black Studies 22.
Second semester. Professor Wiggins.

**77, D77, 78, D78. Conference Course.** Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.
First and second semesters.

**97, H97. Special Topics.** Independent Reading Course. Full or half course.
First semester.

**98, H98. Special Topics.** Independent Reading Course. Full or half course.
Second semester.

**Performance.** The general guidelines regulating performance instruction under either plan outlined below are as follows:

1. Consult the chairman of the Amherst Music Department who will assist in arranging for teachers and auditions.
2. One hour of private instruction and nine hours of practice a week are expected.
3. Unless otherwise arranged with the Department, all performance courses will be elected as a half course.
4. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. Study for less than two consecutive semesters will not be counted toward satisfying degree requirements.
5. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first and three and a half courses the second semester.
6. Only with special permission of the Department may students elect more than one performance course in a semester.

PLAN I. Under a cooperative arrangement with Smith College, performance courses are offered in keyboard, string and wind instruments and in voice. Instruction will be given by members of the Music Department of Smith College. Course listings, requisites and instructors can be found in the Smith course bulletin. Under Plan I, a separate Five College Interchange Course Application is completed by the student for each semester course in performance, listing his instrument and the appropriate Smith course number. These application blanks are available at both the Registrar's and Music Department's offices.

PLAN II. Amherst College Music H29, H30. Under this plan students consult the chairman of the Amherst Music Department who will assist the students in making arrangements for private instruction with teachers approved by the Department. Registration should be under the course listing: Amherst College Music H29 or H30; students should insure that they are also listed with the Music Department Office.

Note: An extra fee is charged to cover a portion of the expense for this special type of instruction. For 1982-83 the fee charged the student for each semester course will be $250.

Those students who are receiving financial aid will be given additional scholarship grants in the full amount of these fees. Other students may apply to the financial aid office for short term loans if necessary to enable them to pay their fees on schedule, or may apply for a partial Friends of Music Scholarship through the Music Department Office.

Requisite: An instrumental or vocal proficiency of at least intermediate level. Open to Freshmen with the consent of both the Amherst Music Department and the instructor. *Music 29, H29, and H30 may only be taken by Amherst College Students.* This course may be repeated. First and second semesters.

# NEUROSCIENCE

*Advisory Committee:* Professors Dempesy (Chairman), George, Raskin*, Sorenson and Waggoner.

A student may receive the B.A. degree from Amherst with an interdepartmental major in Neuroscience. This program is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study. The major is organized around course offerings of the various science departments whose disciplines are fundamental to work in Neuroscience.

*Major Program.* Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, physics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into background, core, and elective courses.

1. The program will begin with the following *background* courses: Mathematics 11; Physics 13 and 14, or Physics 18; Chemistry 11, 12, and 21; Biology 12 (for members of the Class of 1984 and subsequent classes); and Biology 21 or 29.

2. All majors will take three *core* Neuroscience courses: Psychology 26f, Biology 30 and Biology 35.

3. Each student will select three additional *elective* courses in consultation with his or her advisor. Particularly appropriate courses are Biology 48, Chemistry 43 and 44, Math 17, Physics 15, Psychology 22, 24, and 38. Other courses are included in a detailed list available from any member of the Advisory Committee.

The large number of courses required for the major makes it necessary for a prospective Neuroscience major to begin the program early (with

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*On leave 1982-83.

Chemistry 11 and Mathematics 11 in the first semester of the Freshman year). A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All Junior and Senior majors will attend the Neuroscience Seminar in which topics of current interest are discussed.

*Honors Program.* Candidates for the degree with Honors should elect Neuroscience 77 and D78 in addition to the above program. An Honors candidate may choose to do Senior Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

The comprehensive examination will be administered by members of the Advisory Committee.

**77, D78. Neuroscience Honors.** The work consists of a seminar dealing with problems of current interest in Neuroscience and the preparation of a thesis based upon an individual investigation under the direction of a Faculty member.

Full course first semester. Double course second semester. The Committee.

**97, H97, 98, H98. Special Topics.** Independent Reading. Full or half course. First and second semesters.

# PHILOSOPHY

Professors Epstein, Kearns (Chairman) and Kennick; Assistant Professor deVries*; Visiting Professor Aune.

*Major Program.* Philosophy 13 or its equivalent; Philosophy 17 and 18; Philosophy 34; Philosophy 32 or 35; at least three other courses in Philosophy within a program approved by the Department; a comprehensive examination. Majors are invited to organize and participate in the activities of the Philosophy Club.

*Honors Program.* Candidates for Honors in Philosophy will complete the Major Program, towards which no more than two courses shall be the Senior Honors sequence, Philosophy 77 and 78. The Honors sequence will be devoted to a special Honors project culminating in a thesis or comparable body of writing. Students will be admitted to Philosophy 77 only upon application to the Department. The Department will interview applicants to determine their qualifications for admission to the Honors Program. Normally, Honors students will have completed six courses in Philosophy before beginning the thesis. At the beginning of the second semester of the Senior year, students who seek admission to Philosophy

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*On leave 1982-83.

78 will be asked to meet with the Department to determine whether the Honors project can be completed no later than May 1. Students who have completed Philosophy 77 but who either are not permitted or choose not to enroll in Philosophy 78 will be assigned a grade for the work completed in Philosophy 77. In cases of especially difficult but promising work, a student may petition the Department for a double course in the second semester, Philosophy 78D. Students continuing in the Honors sequence will receive a single grade for the sequence upon completion of Philosophy 78.

*Comprehensive Examination.* Normally, majors will take their comprehensive examination early in the first semester of their Senior year. The examination will consist of questions distributed to the student two weeks before the due date. The student may choose to do a wholly oral examination, a wholly written examination, or a partly oral and partly written examination. An oral explication of any part of an examination that is written will be required. The format of the examination is subject to change but only after consultation with the students who would be affected by the change.

**11. Introduction to Philosophy.** Training in philosophical reasoning. Classical and contemporary authors, chosen to exemplify basic problems of philosophy, will be discussed.

Limited to fifty students. First semester. Professor Kearns.

**11s. Introduction to Philosophy.** Same description as Philosophy 11.

Limited to fifty students. Second semester. Professors Epstein and Kennick.

**13. Introduction to Logic.** The analysis of and the relations between propositions. The categorical, hypothetical, alternative and disjunctive syllogisms. The elements of sentential and quantificational logic, their formalization and the concepts of consistency, completeness and decidability. Three class hours per week.

First semester. Professor Epstein.

**17. Ancient and Medieval Philosophy.** A survey of European philosophy from 600 B.C. to A.D. 1400, with emphasis on Plato, Aristotle, the Stoics, Epicureans, and Skeptics, Plotinus, Augustine, Anselm, Abelard, and Aquinas. Reading and discussion of selected works of the period. Three class hours per week.

Limited to seventy-five students, preference to Amherst College students. First semester. Professor Kennick.

**18. Early Modern Philosophy.** A survey of European philosophy from 1400 to 1800, with emphasis on Bacon, Hobbes, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period. Three class hours per week.

Limited to seventy-five students, preference to Amherst College students. Second semester. Professor Kennick.

**19. Nineteenth and Twentieth Century Philosophy.** A survey of the major philosophical themes and schools in the nineteenth and twentieth centuries through selected writings of major figures.

Requisite: One course in philosophy or consent of the instructor. First semester. Omitted 1982-83. Professor deVries.

**23. Moral Problems.** An examination of selected moral problems (e.g., abortion, terrorism, preferential treatment), including discussion of the distinction, if any, between moral and non-moral matters, and an introduction to several basic types of moral theories.

First semester. Professor Kearns.

**31. Aesthetics.** A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics. Three class hours per week.

Requisite: Consent of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Not open to Freshmen. First semester. Professor Kennick.

**32. Metaphysics.** The course examines either a metaphysical problem (e.g., existence criteria, Space and Time, Reductionism), a major thinker (e.g., Leibniz, Plato, Russell) or a metaphysical thesis (Idealism, Scientific Realism).

Requisite: Two courses in Philosophy. Second semester. Professor Aune.

**34. Ethical Theories.** An examination of selected issues and theories in ethics.

Requisite: One course in Philosophy and consent of the instructor. Second semester. Professor Kearns.

**35s. Epistemology.** A treatment of some of the problems concerning the nature and acquisition of knowledge.

Requisite: Consent of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Not open to Freshmen. Second semester. Omitted 1982-83. Professor deVries.

**37. Philosophical Issues in Explanation and Inquiry.** An introductory discussion of some central philosophical questions about explanation and rational inquiry. Are, for example, probabilistic, genetic, and functional explanations genuinely different explanatory forms? Is there just one type of explanation operative throughout the social, biological, and physical sciences, or does each area of inquiry have its own distinctive form or forms of explanation? How are explanation and prediction related? What are laws, theories, hypotheses? What does it mean to confirm or falsify a theory? What does it mean to say that observation is theory-laden?

Requisite: Satisfactory completion of one course in Philosophy or consent of the instructor. First semester. Professor Epstein.

40. **Ethical Issues in Medicine and the Biological Sciences.** An examination of selected ethical issues raised by the practice of medicine and the biological sciences (e.g., biological and genetic engineering, behavior modification, the allocation of scarce medical resources, euthanasia, experimentation on humans).

Requisite: Consent of the instructor. Second semester. Professor Kearns.

42. **Law, Morals, and Society.** An examination of selected theories of law and selected issues in the philosophy of law (e.g., legal rights and legal obligation, morals and the law, authority and autonomy, due process, sanctions, revolution).

Not open to Freshmen. Second semester. Omitted 1982-83. Professor Kearns.

61. **Seminar in Philosophy.** The topic changes from year to year.

Requisite: Consent of the instructor. First semester. Omitted 1982-83. Professor Epstein.

62. **Seminar in Philosophy.** The topic changes from year to year. In 1982-83 the topic will be: The Structure of Scientific Theory. The view that a scientific theory consists of an abstract formal system, a model, and a set of correspondence rules connecting the formal system to observation, has been the subject of growing criticism. This course will examine the notion of a formal system as it pertains to scientific theories and explore the nature of a model and the nature of correspondence rules. The results of this study will then be brought to bear on two issues: (1) geometry and space; (2) the eliminability of theoretical terms and statements in favor of the purely observational. We will conclude with our own assessment of the adequacy of this "model-theoretic" view of scientific theories.

Requisite: Satisfactory completion of a year in a science or consent of the instructor. Second semester. Professor Epstein.

77. **Conference Course.** Required of candidates for Honors in Philosophy. The writing of an original essay on a topic chosen by the student and approved by the Department.

Open to Seniors. First semester. The Department.

**D78. Conference Course.** Required of candidates for Honors in Philosophy. A continuation of Philosophy 77. A double course.

Open to Seniors. Second semester. The Department.

**97. Special Topics.** Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Requisite: Consent of the instructor. First semester.

**98. Special Topics.** Independent Reading Course. Same description as Philosophy 97.

Requisite: Consent of the instructor. Second semester.

# PHYSICAL EDUCATION

Professors Dunbar, Gooding (Chairman), Mehr, Ostendarp, Serues and Thurston; Associate Professor Williams; Assistant Professors Daly, Hixon, Morgan and Zawacki.

The courses in Physical Education are available to all Amherst College students and members of the College community. *All courses are elective and* although there is no academic credit offered, there is *transcript notation* given for successful completion of a course.

Courses are offered on a quarter basis, two courses per semester, and one course during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information from the Department of Physical Education and Athletics.

In an attempt to meet the need and interests of the individual student, the program is offered in two parts:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have a carry over value for lifelong recreational pursuits.
2. **Recreational Program.**
   (a) **Organized Recreational Classes,** in which team sports are organized, played, taught and supervised by Physical Education Department personnel, and
   (b) **Free Recreational Scheduling,** where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning the Department's program is available from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the Student Handbook.

# PHYSICS

Professors Benson, Dempesy, Gordon, Romer and Towne (Chairman); Assistant Professors Hunter†, Jagannathan and Zajonc.

*Introductory Courses in Physics.* The Physics Department offers two calculus-based introductory courses in Physics. Physics 13-14 is a two-semester sequence designed for students who have not had a rigorous high school course in Physics or who prefer a less intense examination of the fundamental laws of Physics than will be available in Physics 18. Physics 18 is designed for students with a strong mathematical aptitude and a good background in the natural sciences. Entering Freshmen, as well as other students, are encouraged to consult with the chairman of the Physics Department concerning the Physics courses, or sequence of courses, best suited to their needs.

The Department also offers two courses intended primarily for non-science majors: Physics 9, a course on energy which deals with the world's energy problem and also with those parts of Physics which are essential in understanding the energy concept, and Physics 10, a course which treats science from an historical point of view. No previous experience in Physics is necessary for either of these two courses; the level of mathematics expected of the student is high-school algebra.

*Major Program.* Any student considering a major in Physics should seek the advice of a member of the Department as early as possible in order to work out a program best suited to the student's interest and ability, whether a career is being considered in Physics, engineering, secondary-school science teaching, one of the inter-science fields such as geophysics, biophysics, or neuroscience, or a field such as law or business. Mathematics 11 should be taken during the first semester of the Freshman year by anyone contemplating an Honors major, and in any event no later than the second semester. Prospective Physics majors should plan to take Physics 26 at the earliest convenient time. It should be noted that, at the discretion of the instructor, stated prerequisites may be waived if warranted by individual circumstances.

The minimum course requirements for a major in Physics are as follows: Mathematics 11, 12, 21; Physics 13, 14, 15, 23, 26, 27, and 36 or 38. Physics 18 may be substituted for Physics 13 and 14. While either Physics 36 or 38 may be used in satisfying the requirement for a Physics major, students planning to make a career in one of the physical sciences are strongly urged to take both courses. Starting with the Class of 1984, both Physics 36 and 38 are required for a major.

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†On leave first semester 1982-83.

In addition, all Physics majors will be expected to attend the Physics Seminar during their Junior year, and will participate actively in it in the Senior year. Senior majors must pass a comprehensive examination.

*Honors Program.* The course requirements for a major with Honors are the courses listed above, plus Physics 77 and 78. (For students intending to make a career in Physics, both Physics 36 and 38, 73 or 75 and at least one additional mathematics course are recommended.) At the end of the first semester of the Senior year, the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Honors work in Physics is to provide an opportunity for the student to develop under faculty direction both interest in scientific investigation and skill in experimental or theoretical techniques. The primary fields of experimental research in progress in the Department are low temperature physics, ferroelectricity and ferromagnetism, nuclear magnetic resonance, optics and atomic physics, environmental studies, mass spectrometry, oceanography, chemical physics and electrophysiology. In addition, however, experimental equipment is available for work in some phases of x-rays, electronics, and atomic and nuclear physics. The student is given the opportunity to review the literature in the field chosen, to design, construct, and assemble the experimental equipment, to perform experiments, and finally, to prepare a thesis, which is due in May. During the spring, the student will also present this work in the Physics Seminar, and at the end of the second semester will take an oral examination, which is devoted primarily to the student's thesis and to questions suggested by performance on the comprehensive examination.

The departmental recommendation for the various degrees of Honors will be based on the student's record, the Honors work, and the comprehensive and oral examinations.

9. **Energy.** Primarily for non-science majors, this course deals with energy both as a central theme in physics and as a continuing world and national problem. The course emphasizes both the logical structure of physics (especially topics important to the idea of energy) and a quantitative understanding of the world's energy problem. Beginning with observations of familiar phenomena, we trace the development of the law of conservation of energy (the first law of thermodynamics), the second law of thermodynamics (which sets constraints on possible energy conversions), and the fundamentals of electricity, magnetism, light, and thermal radiation. In parallel with this development, we discuss the application of physical laws to transportation, home heating, etc., and learn the art of calculating approximate values of interesting quantities from readily avail-

able knowledge, when authoritative data are unavailable or suspect. We consider the implications of exponential growth, the amounts of energy used for various purposes, the amounts available from fossil fuels, hydropower, etc. Time permitting, we discuss atomic and nuclear physics, and the three sources of energy that might provide truly long-range solutions to the energy problem: solar energy, nuclear fusion, and nuclear fission. No prior college science or mathematics courses are required. Three class hours per week.

Limited enrollment. First semester. Professor Romer.

**10. Phenomena in Scientific Inquiry: An Historical Approach.** Through a study of the phenomena which have acted as the focus for scientific inquiry, we will follow the major conceptual transformations in our understanding and view of nature from ancient Greece through modern times. In particular we will study selected topics from the history of the physical sciences such as: ancient Greek astronomy and atomism, and their philosophical traditions, the loss of Greek science from the Latin west and the impact of its rediscovery on the founders of modern science in medieval Europe, the significance of Renaissance natural magic for the development of experimental science, the Copernican revolution, Newtonian mechanization and its Romantic adversaries, the electrical discoveries of the eighteenth century and finally the maturation of modern science. Whenever possible the phenomena in question will be demonstrated and then placed in their appropriate historical and intellectual milieu. This course is designed for students with either a humanities or science background.

Second semester. Professor Zajonc.

**13. Introductory Physics: Part I.** The fundamental laws of Newtonian mechanics are applied to a variety of simple motions with special emphasis being given to gravitation, simple harmonic motion, and rigid-body rotation. The conservation laws (linear momentum, mechanical energy, and angular momentum) are introduced in various contexts and are shown to serve as unifying physical principles. Emphasis is placed on the role of mathematics, including the calculus, as a powerful tool in the understanding of natural phenomena. The course includes an introduction to computer programming and to the use of the computer in modern science. Three hours of lecture and discussion and one three-hour laboratory per week. (Note: The subject matter of Physics 13-14 is in many respects similar to that of Physics 18; students with good preparation in physics should consider the possibility of taking the latter course rather than Physics 13-14. Consultation with the Department is advisable.)

Requisite: Mathematics 11 or equivalent. First semester. Professors Dempesy and Zajonc.

**13s. Introductory Physics: Part I.** Same description as Physics 13.
Requisite: Mathematics 11 or equivalent. Second semester. Professors Dempesy and Hunter.

**14. Introductory Physics: Part II.** Fundamentals of electricity and magnetism, dc and ac circuits, and the use of electronic instruments. Introduction to the phenomena of radioactivity, detection and measurement of nuclear radiations, and their effects on living organisms. Three hours of lecture and discussion and one three-hour laboratory per week.
Requisite: Physics 13 or 13s. Second semester. Professors Gordon and Jagannathan.

**14f. Introductory Physics: Part II.** Same description as Physics 14.
First semester. Professor Jagannathan.

**15. Experimental Physics.** A laboratory-oriented course which serves both to introduce a number of useful experimental methods and to develop a sense of the central importance of carefully planned experimentation in the validation of any scientific theory. Students will investigate, initially through a series of pre-determined experiments but finally via experiments which they themselves design and carry out, the relationship between theory and experiment. Emphasis is placed on achieving a quantitative understanding of experimental results and on evaluating the influence of the measuring instrument itself on the phenomenon investigated. Experiments will include investigations in geometrical and physical optics, electrical circuits, electronics and operational amplifiers. In the self-designed experiments, students will be encouraged to carry out investigation in areas of their own interest. The range of possible projects will include experiments in holography, superconductivity, biophysics, electrochemistry,and electro-optic devices. Two or three class hours per week. The laboratory work will be approximately the equivalent of one four-hour period per week, but in order to make possible the careful approach toward experimentation which is emphasized in this course, the laboratory will be open daily.
Requisite: Physics 14 or 18 and consent of the instructor. First semester. Professors Gordon and Romer.

**15s. Experimental Physics.** Same description as Physics 15.
Second semester. Professors Dempesy and Hunter.

**18. Fundamental Laws of Physics.** The laws of Newtonian mechanics and Newton's law of universal gravitation; electric and magnetic fields; motion under the influence of gravity and of charged particles in electric and magnetic field. The fundamental conservation laws of classical physics. The role of mathematics in providing a coherent description of the physical world; additional insight is gained through the use of the computer to solve a variety of physical problems. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent and one year of secondary school physics. Second semester. Professor Towne.

23. **Modern Physics.** Relativistic kinematics and dynamics: Lorentz transformation, conservation laws of momentum and mass-energy, the Lorentz force law. Photons: the photoelectric and Compton effects, pair production. Matter waves: the de Broglie relation, Bragg reflection. Heisenberg's uncertainty principle. Particle detectors and accelerators. Nuclear structure: alpha, beta and gamma decay, discovery of the neutron and the neutrino, natural radioactivity. Lectures three hours a week. Approximately seven experiments will be performed during the course of the semester.

Requisite: Physics 14 or 14f or 18. First semester. Professors Gordon and Zajonc.

26. **Mechanics.** Newtonian mechanics of particles and systems of particles, including rigid bodies. Elementary vector analysis and potential theory, central forces, the two-body problem, collisions, moving reference frames, and—time permitting—an introduction to Lagrangian methods are discussed. Special emphasis is placed on oscillatory phenomena. Four class hours per week and occasional laboratories.

Requisite: Physics 14 or 14f or 18, Mathematics 21 or 21s. Second semester. Professor Romer.

27. **Wave Phenomena.** General characteristics of wave motion approached through the wave equation and the solution to boundary value problems. Energy relationships, diffraction, interference, reflection, refraction and polarization. Normal modes and eigenfunction expansions. Each phenomenon will be discussed in the context of either optics or acoustics depending upon the relative importance of its application in the two fields. Four class hours per week and occasional laboratories.

Requisite: Physics 14 or 14f or 18, Mathematics 21 or 21s, Physics 26, or consent of the instructor. First semester. Professor Towne.

36. **Quantum Mechanics.** Wave-particle duality and Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, Schroedinger equation and wave functions, solutions of the Schroedinger equation for one-dimensional systems, and for the hydrogen atom. Three or four class hours per week and occasional laboratories.

Requisite: Physics 23, 26, 27 or consent of the instructor. Second semester. Professors Jagannathan and Zajonc.

38. **Electromagnetic Theory.** A development of Maxwell's electromagnetic field equations and some of their consequences. Electrostatics, steady

currents and static magnetic fields; macroscopic theory of dielectric and magnetic materials; time-dependent electric and magnetic fields and the complete Maxwell theory; energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Four class hours per week.

Requisite: Physics 23, 26, and 27, or consent of the instructor. Second semester. Professor Gordon.

**73. Analytical Dynamics.** Lagrangian and Hamiltonian formulations of classical mechanics. Canonical transformations, Hamilton-Jacobi Theory, the WKB approximation, the algebra of Poisson brackets. Four class hours per week. Offered in alternate years.

Requisite: Consent of the instructor. First semester. Professor Towne.

**75. Thermodynamics and Statistical Mechanics.** First, second and third laws of thermodynamics with applications to various physical systems. Phase transitions. Applications to low temperature physics, including superconductors and liquid helium. Introductory kinetic theory and statistical mechanics. Applications of Fermi-Dirac and Bose-Einstein statistics. Four class hours per week. Offered in alternate years.

Requisite: Consent of the instructor. First semester. Omitted 1982-83.

**77. Honors Course.** Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

**78, D78. Honors Course.** Same description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

**97, H97, 98, H98. Special Topics.** Independent Reading Course. Full or half course.

First and second semesters.

# POLITICAL SCIENCE

Professors Arkes*, Kateb*, and W. Taubman*; Associate Professors Sarat (Chairman) and Tiersky*, Assistant Professors Basu, Foglesong, Machala Petracca and Wolfe; Professor Lake, Five-College Visiting Professor of Political Science.

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*On leave 1982-83.

*Major Program.* A major in Political Science consists of nine courses in Political Science. Political Science 11 is a prerequisite for all majors.

There are four major study areas within the Department as follows: American government, comparative politics, international relations, and political theory. The basic courses in each of these divisions are, respectively, Political Science 21; Political Science 24 or Political Science 25; Political Science 26; and Political Science 28.

All majors in Political Science may be required to pass a comprehensive examination in Political Science. This examination will cover the discipline as a whole and will be written or oral or both written and oral as the Department may prescribe.

The Department recommends, but does not require, that *rite* students in the first or second term of their Senior year take a special topics course in the Department, so that they may do a long research paper.

*Honors Program.* The Honors program is designed to provide qualified students in Political Science with full opportunity for independent research and writing. Candidates for Honors in Political Science will take Political Science D77 and 78. A cumulative average of 9 is required for admission to the Honors program.

**11. Introduction to Political Science.** The course will consider the nature and purposes of politics, relationships between those who govern and those who are governed, and the myths, principles and practices of authority, justice, citizenship and revolution.

First semester. Professors Basu, Foglesong, Machala, Petracca, Sarat and Wolfe.

**20. The Presidency.** The main purposes of this course are (1) to present a comprehensive survey of the American presidency, and (2) to consider the question of political power. We begin with the premise that any discussion of presidential power or influence must place the individual president and the individual presidency in the larger political, social, and economic context. The president is surrounded by other actors (such as the White House staff, cabinet members, executive bureaucrats), institutions (such as the Congress, the Supreme Court, the bureaucracy), and influences (such as the electoral system, public opinion, and imperatives of the domestic economic system, and of world politics). The relationship between the president and the larger environment is reciprocal; he shapes it even as it shapes him. After an historically informed introduction to the constitutional foundations and evolution of the office, the course will focus on president's roles in policy making, both foreign and domestic, with particular attention to inter-relationships between these arenas.

Second semester. Professor Petracca.

**21. American Government.** What is distinctive about politics and government in America? Does America possess, or did it ever possess, a coherent "public philosophy"? Are our political arrangements adequate in the modern era? These questions form the backdrop for an inquiry into the basic values and continuing problems of American politics and government. This course will consider the relationship of private aspirations and public norms. Can we be "successful" in our private lives and good citizens as well? We will confront the way in which economic institutions shape and are shaped by our politics. We will also get inside the major institutions of the political order. The constitutional division of powers among the judicial, legislative and executive branches will be traced back to its philosophical roots and will be examined in light of major public policy questions. Among those questions we will consider the scope and limits of government regulation, the prospects and problems of social welfare and the way America lives as a nation among nations. Two class meetings per week.

First semester. Professor Sarat.

**22. Law, Politics and Society.** The history of America has been and will continue to be shaped by ideas of right and justice derived from a heritage of constitutionalism and constitutional government. Some would question whether those ideas of right and justice are adequate and acceptable and whether the Constitution itself contains the basis for a decent social and political life. In order to answer these questions it is necessary to develop standards which can be used to judge American legal institutions. This is the first business of the course. Such standards will be developed through an examination of jurisprudential writings as well as court decisions and contemporary critiques of the legal order. The course will analyze and assess the administration of justice in America. How are decisions about criminal responsibility made? What is the moral meaning of due process and how is it reflected in the operation of the legal system? What are the problems with and prospects of simultaneously maintaining order and upholding law? How are these problems and prospects reflected in the behavior of police and prosecutors? What are the roles and responsibilities as well as the ethics and impact of lawyers and the legal profession? The course will conclude with an inquiry into the forms and limits of legal obligation in an imperfect legal order and into the ways in which such an order can be reformed and improved. Two class meetings per week.

Second semester. Professor Sarat.

**23. Political Obligations.** The course will consider the grounds on which one can claim to be free from obligations that run counter to one's own opinion or the sense of one's own good—or, on the other hand, the grounds on which one may be obligated to accept restraints on one's personal life or support policies with which one deeply disagrees. The arguments will be tested against the problems of war, abortion, privacy, censorship, suicide, and the obligation to rescue; and the task in all cases will be to force a confrontation between the standards one would use in judging individuals (including oneself) and the standards one would insist upon in judging the morality of public policy.

First semester. Omitted 1982-83. Professor Arkes.

**24f. Politics in Third World Nations.** This course will study the origins of unequal development between the first and third worlds as well as among and within Third World nations. A central focus will be on the legacy of colonialism in perpetuating dependency relations and in stimulating nationalist and evolutionary responses. Topics to be discussed include: the myths and realities of overpopulation and food scarcity, the relationship between class, ethnic and regional inequality and political conflict, and alternative strategies of economic and political development.

First semester. Professor Basu.

**25. Comparative European Politics.** An introduction to the government and politics of France, Britain, Germany and the Soviet Union. The focus of the course is the historical emergence of central conflicts and political forces in the transition from traditional to modern societies, leading to the following two questions: What have been the determinants of gradual and revolutionary change in the transformation of Europe? What are the dominant configurations of political problems and forces in Europe today?

First semester. Professor Wolfe.

**26. World Politics.** An introductory course in international relations examining world politics from three essential angles: strategic, economic and ethical. The first part of the course discusses the modern international system in historical perspective, analyzing both permanent and unique features of contemporary world politics. The second part of the course considers contrasting conceptions held by statesmen, scholars and others of the "national" and "international" interest and the policy-making process. The course then examines major contemporary international conflicts with special attention given to the interest and the role of the United States. Among the issues to be discussed: superpower rivalry (e.g., SALT), alliance politics ("trilateralism"), regional instability (Middle East, Southern Africa, Southeast Asia, Eastern Europe) and North-South tension growing out of Third World demands for a "new international economic order." Two class meetings per week.

Second semester. Professor Machala.

**27. Communism and Soviet Politics.** The course will center around an examination of the contemporary Soviet political system. Seeking the roots and tracing the evolution of Soviet politics, the course will consider such topics as Marxist and Leninist theory and practice; the tsarist regime and prerevolutionary Russian political culture; the Revolution and the industrialization debate (involving Trotsky and Bukharin) of the 1920s; Stalin—the man and the system; the structure and functioning of the post-Stalinist political-economy; the dissident movement (Solzhenitsyn, Sakharov, Medvedev and others), the phenomenon of mass support for the regime, and the prospects for change. For comparative purposes, reference will be made to other polities, particularly to American and East European political systems.

First semester. Omitted 1982-83. Professor Taubman.

**28. Political Theory from Hobbes to Marx.** A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the growth of the idea that the center of philosophical thought about politics is in the individual whether as the bearer of interests or rights or dignity or conscience.

Second semester. Omitted 1982-83. Professor Kateb.

**30f. The Vietnam War.** This course will review the origins of the Vietnam War and American intervention in it; the domestic impulses for deepening involvement and then withdrawal; the history of negotiations to find a peaceful settlement; and the effects of the war on U.S. foreign policies. Throughout the course, the war will be discussed in the context of broader international events and trends in American thinking about the U.S. role in the world. Students will be encouraged to consider the "lessons" they believe should be drawn from this experience. Classes will include lectures and discussion.

First semester. Professor Lake.

**31. Politics and Parties.** This course begins with the dual premise that political parties are both an important vehicle for political participation in a democratic polity and a major source of change in public policy. While the major emphasis in the course will be on the American system, comparative examples will also be considered from Western European party systems. Our analysis will start with the origin of American national political parties. We will then consider the functions parties serve as vehicles for shaping political participation and their structure as complex organizations. We will then examine the historical development of party conflict; the role of political parties in transforming American national politics; the idea of a "responsible party system" in the promulgation of public policy; the links between parties and presidents, legislators, and voters; and historical and contemporary effrots at party reform.

First semester. Professor Petracca.

**32. Urban Politics and Policy.** This course examines urban politics and policy in the U.S., with special attention to the problems of the central city, especially in the declining industrial region of the Northeast. The central question of the course is, What kind of urban crisis is it? Is it a crisis of power and leadership? A crisis of the physical form of the city? A crisis of urban institutions? A crisis of urban land values? And/or a crisis of regional economic decline? Moreover, are these separate crises or different manifestations of the same crisis? We will also consider proposals for remedying the problems of the city, examining how these proposals correspond to particular understandings of the urban crisis. Special attention will be given to proposals for dealing with regional economic decline in the Northeast. Two class meetings per week.

First semester. Professor Foglesong.

35s. **Case Studies in American Foreign Policy.** A detailed examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam Wars, the Suez Crisis, The Bay of Pigs and the Cuban Missile Crisis, SALT I and SALT II, and U.S. policy towards Southern Africa. In each case the course will analyze the events and substantive choices facing policymakers, the bureaucratic and political contexts in which they acted, and the general foreign policy views they brought to bear on these decisions. Each case study will provide a basis for discussion of bureaucratic behavior, relations between the Executive Branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press. The course will include lectures and discussion including, when possible, guest lectures by participants in some of the decisions studied.

Recommended requisites: prior courses in world politics, American governmental, and American diplomatic history. Second semester. Professor Lake.

36. **The Theory and Practice of Socialism.** An introductory course in which the theory of socialism is compared with its history. The analysis begins with a brief discussion of socialist ideas before the Russian Revolution, and then juxtaposes theory and practice among some representative cases: the Soviet Union, Yugoslavia, China, and the "Eurocommunist" and "Eurosocialist" tendencies in Western Europe today.

Second semester. Omitted 1982-83. Professor Tiersky.

37. **The Political Economy of International Relations.** This course will explore political aspects of international economic relations, both among developed countries and between developed and Third World countries. Particular attention will be given to the effects of these relations on the distribution of benefits and burdens among national economies and their consequences for the stability of the post-World War II international economic order. Topics to be discussed include the meaning of international political economy and the problems associated with interdependence and inequality, economic warfare, foreign aid, multinational corporations,

the international monetary system and "resource diplomacy" (with emphasis on the experience of OPEC). Prior courses in international relations and economics will be helpful but are not required. Two class meetings per week.

First semester. Professor Machala.

**38. International Law.** The purpose of this course is to examine certain approaches to international justice as a measure for criticizing and reconstructing international law in the conditions of the contemporary world. We shall first examine the notion of international law and justice in general. Then, we shall deal with legal and ethical theories of basic universal human rights, national self-determinism, "just war," aggression and collective responsibility. Finally, we shall examine some problems of international economic justice as they now confront both the developed and the less developed countries, with emphasis on determining which rules and regulations for managing the international economy could be considered as legitimate by most members of the international community. Two class meetings per week.

Admission with consent of the instructor. Second semester. Professor Machala.

**40. The Political Economy of Women: Cross-Cultural Perspectives.** How are gender-based differences politically relevant? Do women participate in politics in a distinctive manner? What is the relationship between class, racial and sexual inequality in determining the economic and political participation of women? These questions will be addressed in historical and cross-cultural perspective by comparing the roles of women in the first and third worlds. Particular attention will be given to the transformation of women's position through capitalist development and colonialism and the character of women's participation in political institutions and movements. One of the major questions examined is the relationship between women's movements and other political struggles.

Second semester. Professor Basu.

**41s. The American Constitution.** When Lincoln said at Gettysburg that the American republic had been established "four score and seven years" earlier, he was referring to the Declaration of Independence and not the Constitution: The American regime was established, then, before the Constitution by the men who articulated the first principles of republican government. The Constitution represented an effort to express in a founding document the legal arrangements that reflected the principles of republican government and the peculiar understanding of the American regime. The purpose of the course is to get clear in the first instance on the principles of republican government; on the connection between "principles" and law; and on the understanding of the Founders. But then the object will be to measure the Constitution and the conventions of our current law by these stricter standards. Are there parts of the Constitution and the Bill of Rights that have been assumed now to be necessary "principles" of constitutional government, but which cannot really claim the standing of principles? On the other hand, might the government under the Constitution have a much wider reach than we have usually assumed—might it be freer than we have supposed to do what is necessary to vindicate the requirements of justice—once it is understood that the government must be adequate to all of the ends that are implicit in the very idea of republican government? The work in the course will proceed largely through the reading of cases in law, documents from the period of the Founding, and writings in political theory. Topics in the law will include: search and seizure, self incrimination, privacy, federalism, the "equal protection of the laws," the restriction of speech, and censorship over literature and the arts.

Second semester. Omitted 1982-83. Professor Arkes.

**43s. Bureaucracy and the Political Order.** How the central question of politics—the question of "What is the best political regime?" has been complicated in the modern period by the presence of bureaucracy. The course will consider the character and implications of bureaucracy as an instrument of power: the principles that define the essential character of bureaucracy; the complications that arise for political leaders as they seek to enforce their policies through a bureaucracy; and the way in which the administrative structure reflects—or in turn comes to alter—the character of the culture and the political regime. The course will proceed through case studies drawn from the American presidency, along with historical studies taken from other countries (e.g., Marx, "The Eighteenth Brumaire" and "The Civil War in France"; Tocqueville, *The Old Regime and the Revolution;* Hannah Arendt, *Eichmann in Jerusalem*). The case studies will provide the materials for a continuing argument or analysis, and the main object, carried throughout the course, is to show how the enduring questions of political theory continue to manifest themselves in the practical conditions of administration.

Second semester. Omitted 1982-83. Professor Arkes.

**44. Understanding Public Policy.** This course examines the process of policy formulation and implementation in the U.S. The central questions of the course are: Why is government so large? and, Why is government apparently so ineffective? In addressing these questions, the course will examine the relation between politics and markets in the U.S. political-economy, the sources of government intervention in the market system and whom these interventions serve. We will also consider how public policies are shaped by the method of policy formation and implementation, and what accounts for the selection of one method of policy formation over another. In this latter connection, three methods of policy formation will be considered: policy-making by political bargaining, bureaucratic decision-making and planning. Students will be expected to write a long research paper on a particular policy area.

Not open to Freshmen. Second semester. Professor Foglesong.

**46. Public Policy and Social Democracy.** The purpose of this course is to examine the social democratic attempt to provide full employment, social welfare, and individual rights, while simultaneously promoting economic growth. Recognizing that there are important trade-offs between liberty, social equality, and prosperity, this course will focus on the following questions: Why did the state get involved in economic management and planning? Why does capitalism need state involvement? Do welfare services function to control the masses or do they represent responses to mass demands? Does the goal of social equality entail the centralization of state power? Does big government necessarily become both incapable of governing effectively and destructive of individual liberties? Discussion of these questions will be in terms of the Swedish, British and United States experiences.

Second semester. Professor Wolfe.

**48. American Political Thought.** A study of some of the major political ideas which have been formulated in response to American conditions from colonial times to the present. Connections with European thought will also be discussed.

Second semeser. Omitted 1982-83. Professor Kateb.

**49. Political Theory from Plato to Machiavelli.** A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the tension or contradiction between absolute morality and the political morality of the world. Attention will be given to the Socratic challenge to Athens and the early Christian challenge to Rome as well as to Machiavelli's worldly counterattack.

First semester. Omitted 1982-83. Professor Kateb.

**50. The Courts, the Constitution and the Limits of Law.** None of those who authored the Constitution intended courts to play leading roles in making fundamental political choices or in creating new constitutional rights. Today American courts do both. This course will examine the role of courts in America. It will analyze the nature of judicial institutions and their powers as well as the forms and limits of adjudication. It will raise issues of democratic theory and discuss the ways in which courts interpret the Constitution. We will examine and assess the activities and decisions of courts in establishing the conditions under which the state may deprive citizens of liberty and property, supervising the conditions and practices of public institutions like schools and prisons, regulating relations of intimacy, governing the exchange of goods and services in the market place, and defending aesthetic or spiritual interests. Thus our subjects may include the rights of criminal defendants, students, welfare recipients and others dependent upon governmental largesse, as well as the legal regulation of sexual practices, contractual relationships, conditions of employment, racial relations and political entitlements. In each of these areas we will discuss the proper role for law and the way courts define that role. Two class meetings per week.

Admission with consent of the instructor. Second semester. Professor Sarat.

**51. Seminar in Constitutional Law.** This course is conceived as an advanced course on selected topics in law and political theory for students who have already had some preparation in these subjects. The seminar will focus on certain problems that test the limits to the reach of the law in matters that would otherwise be left to the domain of private choice. The topics may include: the intervention of the State in relations between parents and children or husbands and wives (e.g., the grounds for withdrawing custody, granting annulments, intervening in cases of incest or rape); the regulation of the "vices"; the vagaries of antitrust and the regulation of business. One two-hour seminar per week.

Requisite: Political Science 41s or 22, and Political Science 23 or 28 or 49. Class size limited. Admission with consent of the instructor. First semester. Omitted 1982-83. Professor Arkes.

**52. Politics in Post-Industrial Society.** Theories of politics in advanced industrial societies and forecasts of politics in the future. A study of the types of political structures associated with advanced industrialism with the following question in mind: Is the nature of political life in highly industrialized societies determined more by what is common, e.g., bureaucracy, industrialism and post-industrialism, or by what is different, e.g., the contrasts between Soviet-style and Western regimes? The discussion centers around the relations between industrialism/post-industrialism and capitalism/socialism.

Not open to Freshmen. Limited to twenty-five students. Second semester. Professor Wolfe.

**53s. The Distribution of Political Power in America.** The most distinctive feature and the principal orienting value of classical democratic theory is its emphasis on popular control over public policy decision-making. For democracy, the method of operation of popular control over policy decisions is that of direct citizen participation. It has been assumed that there would be a strong positive relationship between individual participation and leader responsiveness in decision-making. Empirical analyses of the American polity reveal that this assumption may largely be a myth. The purpose of this course is two-fold: first to assess the extent to which, and in what forms, a relationship does exist between the citizen and governmental policies; and second to understand the answers which have been given (both empirically and theoretically) to the question of who has political power in the United States. This seminar will consider major works of the following political scientists: Sidney Verba and Norman Nie, V. O. Key, Jr., David Truman, Robert Dahl, Mancur Olson, E.E. Schattschneider, Theodore J. Lowi, Philippe Schmitter, C. Wright Mills, Ralph Miliband, Charles Lindblom, and Louis Hartz.

Admission with consent of the instructor. Second semester. Professor Petracca.

**57s. Problems of International Politics.** The topic varies from year to year.

Admission with the consent of the instructor. Second semester. Omitted 1982-83. Professor Taubman.

**58. Capitalism and the Democratic State.** This course examines the uneasy relation between "capitalism" and the "democratic state" in advanced capitalist societies, with special attention to the U.S. The central problem of the course is how capitalism and democracy co-exist: how the capitalist nature of society conditions the functioning of the state; how the democratic nature of the state constrains its capacity to serve the needs of the capitalist economy; and how the tension between capitalism and democracy is resolved in practice. Readings will be drawn from recent marxist literature on the state (Miliband, Poulantzas, Offe, O'Connor) supplemented by the work of nonmarxists (Lindblom, Dahl). The course will adopt a seminar format and meet once a week. Background in the study of both politics and economics would be helpful.

Admission with consent of the instructor. Limited to twenty-five students. Second semester. Professor Foglesong.

**59s. Contemporary Political Thought.** A study of some of the major writers who have tried to come to terms with the political features of modernity. Among those read are the radical romantics; the existentialists; the inheritors of Marx and Freud; and the positivists and their enemies. Attention will be paid to developments in other disciplines which are relevant to political thought (philosophy, anthropology, and psychology).

Admission with consent of the instructor. Second semester. Omitted 1982-83. Professor Kateb.

**60. Peasant Movements in the Third World.** The peasantry has alternatively been regarded as a bulwark of conservatism and the major revolutionary force in the Third World. This course will examine these contending perspectives in the writings of such revolutionary theorists as Marx, Lenin and Mao and in a variety of empirical contexts. Some of the questions analyzed include: the deterrents and stimuli to peasant movements, the relationship between the working class and the peasantry and the role of the urban intelligentsia and political parties in facilitating or moderating peasant radicalism.

Admission with consent of the instructor. Second semester. Professor Basu.

**D77, 78. Honors Course.** Double course, full course; totaling three full courses.

Open to Seniors who have satisfied the necessary requirements. First and second semesters. The Department.

**97, 98. Special Topics.**

First and second semesters.

# PSYCHOLOGY

Professors Coplin‡, Grose and Olver, Associate Professors Sorenson (Chairman) and Weigel; Assistant Professors Aries‡ and Raskin*; Visiting Assistant Professors Hazelett and Krafchuk.

*Major Program.* Students majoring in Psychology are required to elect nine full courses in Psychology. On occasion, in consultation with the Department, a student may include one course in a closely allied field in a major program.

In order to insure a comprehensive understanding of the discipline, students are expected to satisfy specific distribution requirements within the major program. These "core" courses include Psychology 11; 12 or 26; 22; and any *one* of the following: Psychology 20, 21, 27, 28 or 32. Honors level grades are required (B or higher) in each of the four "core" courses submitted in satisfaction of departmental distribution requirements. Failure to attain a grade of B or better in a core course means that remedial work will have to be arranged and a qualifying exam passed if the student is to continue to be a psychology major.

*Honors Research.* A limited number of majors will engage in honors research under the direction of a faculty member during their Senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of study conducted by the student. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before the end of second semester, Junior year.

*On leave 1982-83.

‡On leave second semester 1982-83.

**11. Introduction to Psychology.** An introduction to the nature of psychological inquiry considering behavior and experience from psychobiological, behavioristic, cognitive, psychodynamic, humanistic, and social perspectives.

First semester. Professors Aries and Olver.

**11s. Introduction to Psychology.** Same description as Psychology 11.

Second semester. Professors Olver and Weigel.

**12. Psychology as a Natural Science.** This course will examine the utility of animal experimentation for developing an understanding of human behavior. Primary emphasis will be placed on the contributions made by ethological, comparative and psychobiological perspectives.

Second semester. Professor Sorenson.

**20f. Social Psychology.** The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Within this context, emphasis will be on understanding the process by which individuals influence and are influenced by groups and societies.

Requisite: Psychology 11 and consent of the instructor. Not open to Freshmen. First semester. Professor Weigel.

**21. Personality.** A consideration of the theory and research directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving.

Requisite: Psychology 11 and consent of the instructor. Not open to Freshmen. First semester. Professor Weigel.

**22f. Statistics and Experimental Design.** Methodology. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. First semester. Professor Hazelett.

**22. Statistics and Experimental Design.** Same description as Psychology 22f.

Second semester. Professor Hazelett.

**23s. The Psychology Experiment.** Practicum. Students will select and complete an original project. Advanced topics in research design and quantitative methods will be considered as appropriate to the individual projects.

Requisites: Psychology 11 and 22. Not open to Freshmen. Second semester. By arrangement with members of the Department.

**24. Developmental Psychobiology.** A study of the development of behavior in mammals. The material will compare the biological and psychological determinants of behavior such as mother-infant interactions and social relationships in a variety of species. Emphasis will be placed on how changes in the central nervous system influence the development of behavior.

Requisite: Psychology 12 or 26 and consent of the instructor. Second semester. Omitted 1982-83. Professor Raskin.

**26f. Physiological Psychology.** A broad-based introduction to the neural bases of animal and human behavior. Included are topics such as sensory and motor processes, motivation and emotion, and learning and memory. Lectures supplemented by discussion sections and laboratory experience.

Requisite: Consent of the instructor (Psychology 12 or 22 recommended). First semester. Professor Sorenson.

**27. Developmental Psychology.** A study of human development with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11. Limited to twenty-five students. First semester. Omitted 1982-83. Professor Raskin.

**27s. Developmental Psychology.** Same description as Psychology 27.

Requisite: Psychology 11. Limited to twenty-five students. Second semester. Professor Krafchuk.

**28f. Abnormal Psychology.** A study of the etiology and psychodynamics of psychological deviance with a focus on the psychological diagnosis and psychotherapy of the behavior disorders.

Requisite: Psychology 11. Not open to Freshmen. First semester. Professor Coplin.

**29s. Human Sexuality.** A review of biological, psychological, and cultural factors affecting sexual development and expression in humans.

Among topics covered are gender and sex role differentiation, psychosexual development, physiology of sexual response, pregnancy and childbirth, conception control, sexual dysfunctions, and alternative sexual lifestyles.

Second semester. Omitted 1982-83. Professor Coplin.

**30. History and Systems of Psychology.** This course will examine the historical antecedents of contemporary psychology. After considering the philosophical and physiological traditions from which psychology emerged, the course will then examine the major systems of psychology from 1850 onward: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, humanism, and cognition. Within this historical context, consideration will also be given to the philosophical issues associated with growth of scientific knowledge.

Requisite: Psychology 11 and consent of the instructor. Not open to Freshmen. Second semester. Professor Hazelett.

**31s. Perception and Cognition.** This course will examine the range of cognitive processes from basic perceptual phenomena (e.g., perception of color, shape, size, and distance) to more complex phenomena (e.g., pattern recognition, attention, memory, concept formation, and problem solving). Emphasis will be placed on the extent to which perception and cognition are a function of stimulus conditions versus central constructive processes.

Requisite: Psychology 11. Second semester. Omitted 1982-83. Professor Hazelett.

**32. Psychology of Adolescence.** This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11 and consent of the instructor. Second semester. Omitted 1982-83. Professor Aries.

**33s. Psychological Tests and Measurements.** An examination of the basic principles of psychological tests and measurements, the assumptions they make, and the interpretation of their results. Attention will be given to such topics as the utility and hazards of testing, the controversies about intelligence testing, tests for college entrance and personnel section, norm versus criterion-referenced measures, cultural and other biases in tests, the roles of formative versus summative evaluation, the bases of scaling, and the relation of statistical procedures to test results. There will be some opportunity for the student to become familiar with the administration of standardized tests as well as with the construction of new measures of behavior.

Requisite: Psychology 11. Second semester. Professor Grose.

**34. Educational Psychology.** A psychological analysis of the educational process. The course is designed both for prospective teachers and for those who have a general interest in the field of education.

Requisite: Psychology 11. Limited to fifteen students with consent of the instructor. Not open to Freshmen. Second semester. Omitted 1982-83. Professor Grose.

**38. Psychopharmacology.** An introduction to the pharmacological analysis of behavior. Major emphasis will be placed on the actions of drugs on the central nervous system and consequently on behavior, and on the use of drugs in animal experimentation as a powerful analytical tool.

Requisite: Psychology 26f and consent of the instructor. Limited enrollment. Not open to Freshmen. Second semester. Professor Sorenson.

**40. Sex Role Socialization.** An examination of the socialization processes throughout life that produce and maintain sex-typed behaviors. The focus is not on sexual behavior but rather on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 plus at least one course in developmental or adolescent psychology and consent of the instructor. Not open to Freshmen. Second semester. Professor Olver.

**41. Psychotherapy.** This seminar will examine the theories and techniques of some of the major systems of psychotherapy, including psychoanalysis, behaviorism, humanism, social learning, and the medical model. There will be an emphasis on emerging community mental health perspectives. Students will write a major paper based on practicum or volunteer experience in a mental hospital, mental health center, halfway house, or other mental health facility in the local community.

Requisite: Psychology 11 or 28, or the equivalent, and consent of the instructor. Limited to fifteen students. Not open to Freshmen. First semester. Professor Coplin.

**42. Psychology Seminar.** Members of the Department will occasionally offer seminars designed to give the student an opportunity to study a selected topic in depth.

3. GROUP PROCESS AND BEHAVIOR CHANGE. A number of theories of group functioning will be examined, including the works of Freud, Moreno, Bion, Rogers, Berne, and Perls. Special emphasis will be placed on attempts to use group functioning to induce behavior change as in the group therapies, sensitivity training, encounter, and marathon groups.

Requisite: Psychology 11 and consent of the instructor. Second semester. Omitted 1982-83. Professor Coplin.

4. CONTEMPORARY ISSUES IN SOCIAL PSYCHOLOGY. This seminar will examine research methods employed in social psychology. Students will be responsible for critically evaluating the methodologies employed in laboratory experiments, field studies, and correlational investigations in a variety of areas of substantive concern to this field of inquiry (prejudice and discrimination, aggression, social influence, attitude change, etc.). In addition, students will develop their research skills by analyzing existing data sets at Amherst's computer facility and interpreting the results of these analyses.

Requisite: Psychology 11, 22, and written consent of the instructor. Second semester. Professor Weigel.

5. THEORIES OF CONCEPT FORMATION. This seminar will examine the nature of concept formation, the problem of how more-complex abstract ideas are formed for simpler sensations or perceptions. The course will consider the problem of conceptual abstraction from a variety of perspectives. Beginning with an historical-philosophical overview of the nature of the problem, the course will trace the history of empiricist ("nurturist") and rationalist ("naturist") approaches and their continuing influence on modern theoretical formulations. A range of contemporary theories will be covered, from associationist views (e.g., Skinner) to constructivist views (e.g., Piaget). Current experimental research will be emphasized. Students will be expected to take an active part in class presentations.

Second semester. Omitted 1982-83. Professor Hazelett.

**46f. The Causes and Control of Violence.** The primary thrust of this course will be to explore the etiology of aggressive behavior and its potential control. An attempt will be made to assess the contributions made to our understanding of the causes of violence by each of a variety of perspectives considered within the basic nativistic environmentalist scheme. Specifically, this will involve a consideration of the interaction of individual variables (genetic predisposition, specific brain mechanisms, and humoral and hormonal influences) and social variable (the cultural milieu, the interpersonal context, and the mass media). The implications of these variables for the prevention and control of violence will be examined in reference to such issues as the propriety of punishment, therapeutic intervention, genetic counseling, psychosurgery, as well as the possibilities for other forms of social change relevant to the problem. The student will be expected to prepare a scholarly paper considering the modes of prevention and control in the context of a critical evaluation of the evidence implicating the various causal factors.

Requisite: Written consent of either instructor. Limited to thirty students. Not open to Freshmen. First semester. Omitted 1982-83. Professors Sorenson and Weigel.

**48. The Psychology of Racism and Race Relations.** The seminar will examine the issue of racism in American society. After a brief examination of the historical traditions which contribute to the perpetuation of racism, the seminar will explore the influence of the family, the schools, the mass media, the academy, and the workplace as sources of socialization which affect the individual's vulnerability to racism. The second half of the course will focus on the potential for changes in the socialization process which would yield reductions in racism and interracial hostility.

Requisite: Psychology 11 and consent of the instructor. Limited to thirty students. Not open to Freshmen. Second semester. Omitted 1982-83. Professor Weigel and Dean Partridge.

**77, 78 or D78. Senior Honors Course.** Open to Senior majors in Psychology who have received departmental approval. First and second semesters.

**97, H97; 98, H98. Independent Study or Research.** This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Open to Juniors and Seniors with consent of the instructor. First and second semesters.

# RELIGION

Professor Pemberton; Visiting Professor Ibish; Associate Professors Thurman (Chairman) and Wills; Assistant Professors Doran and Niditch.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

*Major Program.* Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major as well as, often in the case of Honors majors, the Senior thesis. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. This will usually require students concentrating on a Western religion to achieve a secondary mastery of an aspect of Eastern religion and vice versa. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

Majors in Religion are required to take Religion 11s, Introduction to the Study of Religion, and a Luce Seminar, as well as six additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required early in the second semester of the Senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. The emphasis will be on students' ability to use what they have learned in order to think critically about general issues in the field.

*Honors Program.* Honors in Religion shall consist of Religion 11s, a Luce Seminar, and the thesis courses, Religion 77 and D78, plus four additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

**11s. Introduction to the Study of Religion.** The course attempts to gain insight into the phenomenon of religious experience through an analysis of the structure and dynamics of religious activity. The study will begin by examining a variety of interpretations of religious experience drawn from anthropological, sociological, psychoanalytic, theological, and other modes of inquiry, and then will evaluate the insights gained from these interpretations in terms of accounts of religious experience in contemplative, scriptural, and theological literature and the expressions of religious life in rituals and institutions of two contemporary religions of Eastern and Western cultures.

Second semester. Professors Doran, Niditch, Pemberton (Course Chairman), Thurman and Wills.

**12. Religious Traditions in Asia.** Introduction to the major religious traditions of ancient India and China with attention to their interrelationships with the popular religious "subcultures" of the areas. Readings will proceed in the Vedas, Upanisads, Gita, Hinayana and Mahayana Sutras, Bhagavatapurana, and Saivite religious literature, and then on to Luenn Yu, Tao Teh Ching, Mencius, Chuang Tzu, Wei Mo Ching, Tientai, Hua Yan, and Chan scriptures. Tibetan and Japanese traditions will be considered in relationship to their respective "Mother Cultures."

Second semester. Professor Thurman.

**16f. The Christian Religious Tradition.** An examination of the development of Christian thought in Western culture from St. Augustine to Pascal. Special attention will be given to understanding the relationship of religious vision and self understanding to a particular historical moment and also to the problem of the religious life and social change. Readings will include St. Augustine's *Confessions*, selections from St. Thomas Aquinas' *Summa Theologica*, the poetry of Christian mystics and the rules of the monastics, Dante's *Divine Comedy*, selections from Catholic and Protestant reformers, and Pascal's *Pensees*.

First semester. Professor Pemberton.

**17. The Rise and Spread of Islam.** A survey of Islamic history from the birth of the Prophet Muhammad (570 A.D.) to the present time. Topics include: the impact of Islam on the actual historical environment, the establishment of Empires and the "rationalization" of political institutions. Particular attention will be given to the challenges of "modernity" to Islamic society.

First semester. Professor Ibish.

**21. Hebrew Scriptures.** The rich and varied literary traditions of the Old Testament, studied against the background of ancient Near Eastern myth, ritual, and law. We will trace the ways in which the theological message of the Old Testament and its literary forms adapt to and parallel developments in Israel's history and social structure.

First semester. Professor Niditch.

**22. Christian Scriptures.** An analysis of New Testament literature as shaped by the currents and parties of first century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.
Second semester. Professor Doran.

**23. Buddhist Scriptures.** A literary, historical, and philosophical study of the fundamental Scriptures of the Buddhist traditions: Theravada, Mahasamghika, Mahayana, and Vajrayana. While primary attention will be given to the texts themselves in their Indian religious setting, the commentarial elucidations of such great philosophers as Nagarjuna, Asanga, Shantideva, Chih I, Fa Tsang, Shinran, Nichiren, and Tsong Khapa will be consulted where available in English. Readings will include the *Dhammapada*, the *Suttanipata*, the *Mahavastu*, and the *Buddhacarita;* the *Vimalakirti, Transcendent Wisdom, Garland, Lotus and Pure Land* Scriptures; and selections from the Guhyasamaja literature.
First semester. Professor Thurman.

**25s. Religion and Art in Africa.** An inquiry into traditional African religion and art with special consideration given to the ritual context of music, dance, masquerade, and shrine sculpture. The course of study will focus upon the religion and art of the Yoruba people of Nigeria. Attention will also be given to religious symbolization and canons of aesthetic excellence among the Dogon, Mende, Baule, Ashanti, Kalabari, Ibo, Benin, and Fang of West Africa, as well as the Nuer of the Sudan, the Legbara of East Africa, and the Lega and Ndembu of Central Africa.
Second semester. Professor Pemberton.

**26. The Arts of Islam: Language and Meaning.** An exploration of the major artistic expressions of Islamic society, including literary arts, calligraphy, illumination, geometric design, arabesque, architecture, knightly arts, and city planning. An effort will be made to examine the theosophic nature of Islamic art in contrast to the Greek anthropocentric principles and Christian anthropomorphic synthesis. A seminar course.
Second semester. Professor Ibish.

**29. The Indo-Tibetan Buddhist Tradition.** A study of the Mahayana religious and philosophical tradition as transmitted from India to Tibet and as preserved and developed in the "Land of Snows" during the millenium since its loss in India. Attention will be given to the achievements of the great teachers of India, such as Padmasambhava and Atisa; the history and atmosphere of the transmission from the great Indian Universities to the Tibetan kingdom, the accomplishments of the Tibetan translators and scholars, such as Bu Ston, Sa sKya Pandita, kLon Chen pa, Tson Khapa, 'Jam dbYans bZed pa, pa, etc., as well as to the Tibetan cultural ethos of nomadism and shamanism that contributed to the popular traditions and religious expressions. Readings will proceed in the works of Stcherbatski, Obermiller, Snellgrove, Evans-Wentz, Govinda, Tucci, and

Guenther, with the help of a number of recent dissertations and unpublished translation-manuscripts.

First semester. Omitted 1982-83. Professor Thurman.

**30f. The Poetry of Enlightenment.** The course will examine those genres of spiritual poetry that are most closely connected with the experiences of enlightenment, either as methods of cultivation and communication or as spontaneous outpouring and celebration. Having sketched the background in Western and Eastern esotericism, we will explore conceptual frameworks for a "poetics of enlightenment" in Indian Tantric literature. We will then read the songs (*dohas*) of the Mahasiddhas, the cases (*koan*) of the Ch'an masters in the *Blue Cliff Record*, the *Hundred Thousand Songs of Milarepa*, Tsong Khapa's *Praise for Relativity*, Rolwaydorje's *"Mother Identification,"* concluding with the Japanese refinement known as *haiku*.

First semester. Omitted 1982-83. Professor Thurman.

**33s. American Religious History I.** A survey of the history of American religion from the colonial period to the Civil War. Emphasis will be placed on the theology and ethics of the New England Puritans (including Jonathan Edwards), the relations of Protestantism to the Revolution and the emergence in America of liberal democracy, the creation by the slaves of Afro-American Christianity and the development in the north of the independent black churches (particularly the A.M.E. church), and the role of religious figures in the antebellum critique and defense of slavery and industrialism. Attention will also be given to the formation of American Catholicism and American Judaism.

Second semester. Omitted 1982-83. Professor Wills.

**34. American Religious History II.** A survey of the history of American religion from the Civil War to the present. Emphasis will be placed on the emergence and development (particularly within Protestantism) of a theology responsive to modern developments in natural science, social science and historical scholarship; the steady erosion of white Protestantism's cultural hegemony and the growing importance of Catholicism, Judaism and black religion; the continuing tension within all American religious communities between traditionalism and liberalization; the role of religious figures in criticizing and defending racial segregation, capitalism, and America's expanding role in international affairs; and the importance of the 1960s as a period of change in American religious life.

First semester. Professor Wills.

**40. Prophecy, Wisdom, and Apocalyptic.** We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century A.D.

Second semester. Omitted 1982-83. Professor Niditch.

**41s. The Rabbinic Mind.** We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an essentially interdisciplinary methodology which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.

Second semester. Professor Niditch.

**45. Christianity to the Rise of Islam.** Various moments in the history of Christianity will be examined: the conflict between society and Christians in the second century; the controversy over true gnosis; the Nestorian heresy concerning the nature of Christ; the battle with the pagan revival of the late fourth century; the phenomenon of stylite saints; and the rise and career of Muhammed. Readings will be drawn from the Apocrypha of the New Testament, Christian lives of saints and lives of Greek philosophers—all of which will be approached as reflections of social, historical and geographical changes.

First semester. Omitted 1982-83. Professor Doran.

**48f. Christian Thought in the Modern World.** An examination of the writings of selected Catholic and Protestant theologians of the nineteenth and twentieth centuries in terms of two questions: What is the status of Christian belief in an age of science? What is the relationship of Christianity to non-Christian religions? The course will examine such issues as the relationship between religious commitment, theological doctrine, and scientific inquiry; and the authority of church and scripture in relationship to religious pluralism and the historical and cultural relativism of religion. Authors will include Ernst Troeltsch, George Tyrell, Dietrich Bonhoeffer, Karl Barth, Paul Tillich, Langdon Gilkey, Paul Ricoeur, Ian Barbour, John Cobb, Karl Rahner, and Hans Kung.

First semester. Omitted 1982-83. Professor Pemberton.

**49. Christian Ethics.** An examination of the theoretical structure of Christian Ethics and its application to contemporary individual and social questions. Attention will be given to such theoretical issues as the relation between philosophical and theological ethics, the relation of princi-

ple and situation in moral decision-making, and the status of love as a moral norm, as well as to specific questions concerning modern warfare, political obligation, economic inequality and bioethics. A seminar course.
First semester. Professor Wills.

**Religion, Ethics, and the Family.** See Luce Seminar 4.
Second semester. Omitted 1982-83.

**Buddhist and Christian Ethics.** See Luce Seminar 5.
First semester. Omitted 1982-83.

**Buddha, Jesus and Muhammad.** See Luce Seminar 7.
First semester. Professors Doran, Ibish and Thurman.

**Religion, Ethics and International Relations.** See Luce Seminar 8.
Second semester. Professors Ibish and Wills.

**62. Topics in Indian Philosophy.** A critical examination of the contributions of major Indian philosophers to the solution or dissolution of philosophical problems which have intensely concerned philosophers of all times and traditions. Reflections will focus on the phenomenology of the Abhidharma, as related to Vaisesika realism, on the idealistic epistemology of the Vijnanavada, as related to the Nyaya rationalism, and on the technique of radical criticism of the Madhyamika, as related to subsequent developments in Vedanta thought. Special attention will be given to the problems of philosophical languages in order to overcome the obstacle to thought posed by the difficulties of translation. Readings will include Vasubandhu's *Abhidharmakosa*, the *Nyayasutra*, the *Vaisesikasutra*, the *Nyayabindu*, the *Madhyamikakarika*, with other critical works by modern Indian and European authors, such as Shastri, Murti, Stcherbatski, Matilal, Potter, etc.
Requisite: Religion 11 or 12, Philosophy 11, or consent of the instructor. Second semester. Professor Thurman.

**Anthropological Approaches to the Study of Religion.** See Anthropology 31.
Not open to Freshmen. First semester. Omitted 1982-83. Professor Babb.

**77. Conference Course.** Required of candidates for Honors in Religion: Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.
Open to Seniors with consent of the instructors. First semester. The Department.

**D78. Conference Course.** Required of candidates for Honors in Religion: A continuation of Religion 77. A double course.

Open to Seniors with consent of the instructors. Second semester. The Department.

**97. Special Topics.** Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First semester. The Department.

**98. Special Topics.** Independent Reading Course. Same description as Religion 97.

Second semester. The Department.

# ROMANCE LANGUAGES

Professors Carre*, Giordanetti and Johnson†; Visiting Professor Benítez-Rojo; Associate Professor Maraniss (Chairman); Assistant Professors Clark†, Margolis and Sommer‡; Visiting Assistant Professors Huston, Nawar and Ugarte; Assistants.

The objective of the major, whether in French or in Spanish, is to achieve engagement with another culture directly through its language and principally by way of its literature. Literature, which joins imagination with observation, is here understood as the widest expression of a culture. A people, a milieu and a time are communicated by individual voices. To be sure, each voice is unique and transcends time and boundaries, but it shares its language and its culture. The distinction with our own culture and our individual selves merits serious linguistic training, study and reflection.

Emphasis in courses is upon examination in some depth of significant authors or themes rather than on chronological survey. Our preference is for close reading of texts employing the critical tools developed in our time, but the text is not dislocated from the culture. Writers in French and in Spanish are exceptionally aware of their heritage, and an intelligent understanding of Romance Literatures calls for an acquaintance with the tradition and its evolution—hence, the requirement for all majors of a flexible distribution scheme among the centuries. Further, since the aim of the major is ultimately the understanding of a culture, a number of courses in French and in Spanish undertake to combine the study of texts with appropriate non-verbal representations. The Department will encourage the construction of a major in French or Hispanic Civilization for individual students, grouping courses in French or Hispanic Civilization for individual students, grouping courses in French or Spanish language and literature with courses from other disciplines at Amherst and in the Five-College area.

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*On leave 1982-83.

†On leave first semester 1982-83.

‡On leave second semester 1982-83.

Whatever the track chosen, assurance and correctness in the use of a language form the ground for a successful completion of the major. Most of our courses are taught in the language. We assume a Junior year or a semester of foreign study to be the normal extension of study at Amherst for our majors. The comprehensive requirement must be satisfied by an active demonstration of linguistic competence, whether the option chosen by the major be a paper, an examination, or a formal oral presentation. In consultation with the major advisor and the department chairman, the major must set by the first week of the fall semester of the Senior year plans for satisfaction of the linguistic-competence requirement and the comprehension option. All aspects of the comprehensive evaluation must be completed no later than the seventh week of the second semester of the Senior year. Honors theses in French are written in the language. Majors who will be abroad during the Junior year must plan their comprehensive program, their foreign study, and the broad lines of their Honors project by the end of the Sophomore year. Majors in French or Hispanic Civilization must also be organized by the end of the Sophomore year.

The major in Romance Languages constitutes an effective preparation for graduate work but it is not conceived as strictly pre-professional training. It is rather an enlargement of the student's experience beyond the bounds of his or her national culture—humanistic training in a large sense. For our graduates the major in Romance Languages opens up fields of activity beyond national boundaries.

The French and Spanish departments within the Department of Romance Languages share a common philosophy. The application of that philosophy to their majors is detailed below.

## French

*Major Program.* The Department of French aims at flexibility and response to the plans and interests of the French major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major in French (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. All courses offered by the Department above French 3 may count for the major. The one rule of selection is that two of the six or three of the eight courses submitted for the major must be chosen from offerings in French literature before the nineteenth century.

The minimum level of competence in the language for a French major is that represented by superior work in French 7 or by passage of a proficiency examination set by the Department, normally by the end of the Sophomore year. To develop further expressiveness and clarity in written French, the major must choose (a) to take a special course in French stylistics; (b) to take a literature course in which particular attention will be given to the written work of the French majors; or (c) to meet regularly with a member of the Department to work on problems of writing.

The comprehensive program set by the Department in consultation with its majors will normally be completed by the end of the first semester of the Senior year. All majors will normally elect French 77 and a Special Topics course toward completion of the program.

*Honors Program.* In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

*Combined Majors.* Course programs for a joint major in French and Spanish or French and other languages are arranged by the student in consultation with the instructors in those languages.

*Interdisciplinary Majors.* Interdisciplinary majors are established through the College Committee on Special Programs with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

*Foreign Study.* A program of study approved by the Department for a Junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language. Four Amherst French courses will be the minimum required for a major who has spent a Junior year abroad.

Graduating Seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

*Placement in French language course.* See individual course descriptions for placement indicators.

*Placement in French literature courses.* Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of French 5 or a course of equivalent level in secondary school French (Advanced Standing or a score of 600 in CEEB placement).

**1. Elementary Course.** Phonetics, intonation, rhythm; stress on oral practice and sound pronunciation. Non-normative approach to grammar. Three hours a week for audio-visual demonstration, pattern drills, and language analysis; two hours a week in small sections with native assistant(s) for laboratory and conversation practice, plus laboratory drill for individual aural/oral practice. Prepares for French 3 and, in exceptional cases, for French 5.

For students without previous training in French. First semester. Professors Huston and Nawar and Assistants.

**3. Intermediate Course.** Continuation of French 1. While oral practice is still important at this stage (stress on sound pronunciation, correct intonation and rhythm), the method shifts to the intensive study of "explicit" grammar. Reading and analysis of texts in various genres, writing of short *thèmes* bearing on various aspects of francophone culture and society. Three hours a week for grammar explanation, structural exercises, and audio-visual demonstration. Two hours a week in small sections with native assistant(s) for laboratory, formal oral presentations, and "spontaneous" conversation, plus laboratory drill for individual aural/oral practice. Prepares for French 5 and in exceptional cases for literature or advanced language courses.

For students with less than three years of secondary school French who score below 500 in CEEB placement test. First semester. Professors Margolis and Nawar and Assistants.

**3s. Intermediate Course.** Same description as French 3.

Second semester. Professors Huston and Nawar and Assistants.

**5. Language and Literature.** An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Reading will be drawn from significant short stories, plays and poetry from the modern period, by Arab and African as well as French writers. The survey of different literary genres serves also to contrast several views of French culture. Conversation classes with native French assistants are an essential part of this program. Successful completion of French 5 prepares students for literature and advanced courses. Conducted in French. Three hours a week in class and two hours of conversation with French assistants.

For students with three or four years of secondary school French and a CEEB score between 500-600. First semester. Professors Giordanetti, Huston and Margolis and Assistants.

**5s. Language and Literature.** Same description as French 5.
Second semester. Professor Clark and Assistants.

**7. Intermediate French Composition.** Training in writing in a variety of modes: free composition, essays on assigned topics, set translation from English to French, etc. Emphasis will be on organization of material, facility and precision of expression, and characteristics of style. A review of French grammar will be an incidental but basic element of the work of the course. Three hours of classroom work a week.

For students who have completed French 5 or its equivalent in secondary school French (advanced standing or a score of 600 in CEEB placement). Limited to fifteen students. First semester. Omitted 1982-83. Professor Giordanetti.

**7s. Intermediate French Composition.** Same description as French 7.
Second semester. Professor Giordanetti.

**8. French Conversation. Contemporary France.** To gain as much confidence as possible in idiomatic colloquial French we discuss—undogmatically—French social institutions and culture. In general we try to appreciate differences between French and American viewpoints. Taking off sometimes from a lively, informative textbook and sometimes from selected newspaper articles, our conversational exchanges will touch upon such topics as French education, French art and architecture, the position of women, the spectrum of political parties, minority groups, religion and the position of France and francophonic countries in the world. Three major *colloques* with professor and assistant(s) and two *tables rondes* (discussion sessions) with assistant(s) a week.

Requisite: Satisfactory completion of French 5 or its equivalent. Second semester. Professor Margolis and Assistants.

**11. The Mannerist and the Baroque: Seminar in French Literature and Civilization in the Sixteenth and Seventeenth Centuries.** Survey of French literature and art from the early Renaissance through the end of the Classical period. Main concentration of the course will be on the literature, and readings will be selected from Rabelais, the Pléiade poets, Montaigne, La Fontaine, Pascal, Corneille, Molière and Racine. In addition, special attention will be given to the School of Fontainebleau, the Mannerists and the Baroque in art and architecture, and their corresponding expression in literature. Conducted in French. Three hours of classroom work (in two seminar meetings) a week.

First semester. Professor Giordanetti.

**12. Seminar in French Literature and Civilization Since the Seventeenth Century.** Reading and discussion of selected texts, with investigation of various aspects of French art and civilization (e.g., architecture, painting, etc.). Concentration will be on the eighteenth and nineteenth centuries with, as time permits, some introductory materials from the twentieth century. Conducted in French.

Second semester. Professor Giordanetti.

**13. Major French Novelists: Artifice and Authenticity in Nineteenth Century French Fiction.** Introductory studies of the novel as it comes of age. Rather than building directly on the brilliant eighteenth century beginnings (Rousseau, Marivaux and Laclos), the novel in the romantic period emerges from the scarcely refurbished stereotypes of the *roman noir* and the *roman sentimental,* mainstays of a vast pulp-fiction industry. Despite such impoverishment, Chateaubriand and Constant are able to use this popular new genre to achieve a degree of psychological and sociological exactitude heretofore unavailable to the established forms of drama and poetry. After examining these first tentative steps toward realism, we will turn to works of Balzac and Stendhal as they add a new dimension to narrative prose: the depiction of historical reality through dialogue and plot structure. Finally, we will trace the gradual elimination of the romanesque in the novels of Flaubert and Zola as these writers strive to forge with their art a social document, "a corner of nature seen through a temperament." Conducted in French. Three hours of classroom work per week.

First semester. Omitted 1982-83. Professor Clark.

**14. Advanced French Composition.** Extensive practice in writing in a variety of styles: free composition, creative writing, translation from English to French.

Requisite: French 7 or its equivalent. Recommended for majors and advanced students. Second semester. Omitted 1982-83.

**15. The Ascendancy of the Stranger in Twentieth-Century French Prose.** Readings on social marginality as projected through the figure of the outcast in modern French prose. The nature of a society can be defined by the ways in which it describes its own limits; by the individuals and kinds of behavior it chooses to exclude. The alienation of the protagonist in Sartre's *La Nausee,* cast in universal metaphysical terms, will provide the cornerstone of our discussion. More specific faces of this stranger will be examined by works by Gide and Beauvoir on sexual marginality, Breton on insanity, and Camus and the African novelist Oyono on racial and economic subjugation. Conducted in French. Three hours of classroom work per week.

First semester. Professor Huston.

**21. Introduction to French Medieval Literature.** Selected readings in Medieval French poetry and prose in original and in translation. The history and varieties of Old French, together with some Old Provencal, are explored and taught in such a way as to provide students with the opportunity to acquire reading knowledge and also a more vivid sense of Medieval French culture. Readings for the most part are brief but to be read carefully, with literary awareness emphasized over linguistic analysis. Longer works mostly in translation. Texts to include *Chanson de Roland,* troubadour poetry, *Lais* of Marie de France, *Yvain* of Chrétien de Troyes, Froissart's *Chronicles, Farce de Maître Pathelin,* and poetry of Christine de Pizan, Charles d'Orléans and François Villon. Conducted in English. Reading knowledge of French essential; Latin, other Romance Languages and/or Middle English helpful. Students will be asked to write short critical papers and to read and translate in class, along with general discussion of the works. Three hours of classroom work per week.

Limited to fifteen students. First semester. Omitted 1982-83. Professor Margolis.

**23. Baudelaire, Rimbaud and Apollinaire.** A study in depth and discussion of the poetry and poetics of three makers of modern poetry in France: Baudelaire, Rimbaud and Apollinaire. Particular attention to *Les Fleurs du Mal, Une Saison en Enfer, Alcools* and *Calligrammes.* Conducted in French. Three hours of classroom work per week.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1982-83. Professor Carre.

**24. Surrealism and Its Poets.** Close readings of the poetry of the French Surrealists. Particular attention will be given to the poetics of the movement, its innovations with regard to metrics and metaphor, as manifest in the poetry itself. The larger relationships forged by the Surrealists between their art and psychoanalysis on the one hand, between their art and politics on the other, will also be explored. Texts will include those of Breton, Eluard, Aragon and Desnos. Supplementary readings from poetic precursors and heirs, as well as from Freud and Marx. Conducted in French. Three hours of classroom work per week.

Not open to Freshman except with consent of the instructor. Second semester. Professor Huston.

**25s. The Spirit of French Humanism: Rabelais and Montaigne.** Analysis of the history of ideas and literary style of the French Renaissance as centered on Rabelais and Montaigne. In depth reading of *Gargantua, Pantagruel* and *Tiers Livre* of Rabelais and the *Essais* of Montaigne. Themes and motifs in these works to be highlighted by discussion of poetry of Scève, Labé, Ronsard, Du Bellay, and d'Aubigné. The use of irony and satire is examined as well as serious discourse and dialectics approaching the notion of man as the measure of all things. Knowledge of Classical literature and/or language very helpful but not mandatory. Conducted in French. Three hours of classroom work a week.

Second semester. Omitted 1982-83. Professor Margolis.

**26. Humanists and Humanisms.** An exploration of the concept and function of humanism with particular attention to the French Renaissance humanists. Beginning with the Ciceronian ideal of *studia humanitatis,* the course will trace its development in the works of the first humanists—those emulating the Greek and Roman authors—in the Carolingian age, the twelfth century, the Parisian "pre-humanist" period, to its culmination in the works of Rabelais and Montaigne. We shall then look at the modern use and abuse of the term humanism and its relationship to other "isms" as we examine the evolving role of the intellectual with respect to art, religion and politics in its oscillation between commitment and detachment. Readings to include such authors as Cicero, Boccaccio, Jean de Meun, Rabelais, Montaigne, Garnier, Nietzsche, Sartre and Barthes. Conducted in English. All readings in English translation.

Second semester. Professor Margolis.

**27. French Literature of the Seventeenth Century: Grâce, Gaieté, Galanterie.** Reading and discussion of major writings of the "Grand siècle," centered around the motifs of *grâce, gaieté,* and *galanterie* as defined throughout the course. We shall read representative works of Pascal and Descartes, with some attention to Bossuet; Corneille; Racine; Molière; an introduction to the poetry of Saint-Amant and Théophile de Viau; selected fables and other poems of La Fontaine, with reflection on the spirit of satire and the critical theory of Boileau. Finally, the *Princesse de Clèves* will be examined as the first psychological novel. Such a variety of literary forms, when considered along the lines of the above-mentioned concepts, should provide a truer and more complete understanding of the socalled "classical ideal," the related themes of *préciosité,* the *"honnête homme,"* and the conflict between tradition and modernity than is provided in the familiar unidimensional interpretation of seventeenth century literature. Conducted in French. Three hours of classroom work per week.

First semester. Omitted 1982-83. Professor Margolis.

**28. French Comic Theater.** Study and discussion of the plays, dramatic theory and practice of five creators of the French comic theater: Molière, Marivaux, Beaumarchais, Musset and Feydeau. Conducted in French. One three-hour seminar meeting a week.

Requisite: French 5, advanced placement or 600 CEEB. Limited to twenty students. Second semester. Omitted 1982-83. Professor Carre.

**31. The Age of Enlightenment.** A study of the literature of the eighteenth century from the Regency to the Revolution, its relations to the intellectual, esthetic, and social changes of the Enlightenment, the development of new literary forms. Particular emphasis will be given to Voltaire, Rousseau, and Diderot. Conducted in French. One three-hour meeting a week; discussion, oral reports, one term paper on individual related topics.

Requisite: An introductory course conducted in French. Not open to Freshmen except with consent of the instructor. First semester. Omitted 1982-83. Professor Giordanetti.

**33. The Romantic Imagination.** A study of the origins and development of the European phenomenon of Romanticism of the early nineteenth century. The movement will be considered in several of its manifestations, in music, painting and architecture in addition to literature. Conducted in French. One three-hour seminar a week; one term paper on individual related topics.

Limited to fifteen students. Please consult instructor before enrolling. First semester. Omitted 1982-83. Professor Giordanetti.

**35s. Tradition and Anti-tradition in the Twentieth-Century French Theater.** An analysis of plays and dramatic theories: Claudel, Romains, and Giraudoux as representatives of the tradition; Jarry, Artaud, Cocteau, Ionesco, Beckett, Ghelderode and Genet as makers of a new theater. Conducted in French. Three hours of classroom work a week.

Second semester. Omitted 1982-83. Professor Carre.

**37. Camus and Sartre.** Existentialism and *engagement*. Readings and discussion of the major works, literary and theoretical, of the two authors, concluding with an examination of the controversy that opposed Camus to Sartre and the *Temps Modernes* group on the nature of the artist's commitment to society. Conducted in French. Three hours of classroom work a week.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1982-83. Professor Carre.

**77, D78. Conference Course for Seniors.** A single and a double course.

First and second semesters. The Department.

**97, H97, 98, H98. Special Topics.** Independent Reading Courses. Full or half courses.

Approval of the Department chairman is required. First and second semesters.

## Spanish

*Major Program.* The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

A major in Spanish (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. Majors are expected to take Spanish 16 and 17 or their equivalents. All courses offered by the Department above Spanish 3 may count for the major. At the minimum each major should develop a reasonable familiarity with the Golden Age, Spanish America, and Modern Spain.

The minimum level of competence in the language for a Spanish major is that represented by superior work in Spanish 7 *or* by passage of a proficiency examination set by the Department, normally at the end of the Sophomore year. To develop further expressiveness and clarity in written Spanish, the major must choose (a) to take a literature course in which particular attention will be given to written work of the major; or (b) to meet regularly with a member of the Department to work on problems of expression and style.

The comprehensive program set by the Department in consultation with its majors will normally be completed by the end of the first semester of the Senior year.

*Honors Program.* In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

*Combined Majors.* Both *rite* and Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

*Interdisciplinary Majors.* Interdisciplinary majors are established through the College Committee on Special Programs, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

*Study Abroad.* Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Spanish America. Plans for study abroad must be approved in advance by the Department.

*Placement in Spanish language courses.* See individual course descriptions for placement indicators.

*Placement in Spanish literature courses.* Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 5 or a course of equivalent level at another institution (a score above 600 in the CEEB reading and listening texts, or Advanced Standing).

**1. Elementary Spanish, Part I.** Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Five hours a week in class, plus regular work in the language laboratory.

For students without previous training in Spanish. This course prepares for Spanish 3s. First semester. Professor Ugarte and Assistants.

**3. Elementary Spanish, Part II.** Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours of week in class plus laboratory. Prepares for Spanish 5 and in some cases for more advanced language or literature courses.

For students with less than three years of secondary school Spanish who score below 500 in CEEB placement test. First semester. Professor Sommer and Assistants.

**3s. Elementary Spanish, Part II.** A continuation of Spanish I. Same description as Spanish 3.

Second semester. Professor Ugarte and Assistants.

**5. Language and Literature.** An introduction to the critical reading of Spanish literary and non-literary texts; a review of Spanish grammar; training in composition, conversation and listening comprehension. Conducted in Spanish. Three hours a week in class and two hours of laboratory and conversation.

For students with three or four years of secondary school Spanish and CEEB score between 500-600. First semester. Professor Maraniss and Assistants.

**5s. Language and Literature.** Same description as Spanish 5.

Second semester. Professor Maraniss and Assistants.

**7. Intermediate Spanish Composition.** Rapid review of Spanish grammar, practice in set translation and free composition. Three hours of classroom work a week plus additional study in small sections with Spanish-speaking assistants and in the laboratory. Conducted in Spanish.

For students who have completed Spanish 5 or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement). First semester. Omitted 1982-83. Professor Johnson and Assistants.

**7s. Intermediate Spanish Composition.** Same description as Spanish 7.

Second semester. Professor Benítez-Rojo and Assistants.

**16f. Introduction to Spanish Literature.** A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 5, or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement). First semester. Professor Ugarte.

**17s. Introduction to Spanish-American Literature.** An examination of the major literary contributions of Latin America from *Popol Vuh* to the "boom." Among the writers to be discussed are el Inca Garcilaso, Sor Juana Inés de la Cruz, Hernández, Borges, García-Márquez. Students will be asked to place these authors in a context of world literature as well as in the historical and social milieux from which they spring.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score above 600 in CEEB placement). Second semester. Professor Ugarte.

**21. Poetry of the Golden Age.** The course will begin with readings of the major Baroque poets Quevedo and Góngora, and will then consider the poetry of Garcilaso de la Vega, San Juan de la Cruz, Fray Luis de León and Lope de Vega. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Not open to Freshmen. First semester. Omitted 1982-83. Professor Maraniss.

**24. Modern Spanish Literature.** Readings from major writers of the Spanish generations of 1898 and 1927: Unamuno, Baroja, Azorín, Machado, Valle-Inclán, Ortega y Gasset, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Second semester. Omitted 1982-83. Professor Maraniss.

**33s. Spanish Culture from the Civil War to the Present.** Poetry, prose, theater, and cinema created during and after the Spanish Civil War by Spaniards inside and outside of Spain. The problems and responsibilities of the artist and the intellectual in times of war and in times of dictatorship, as well as in the post-Franco period. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Not open to Freshmen. Second semester. Professor Ugarte.

**34. The Search for Identity: Latin American Thought.** This course will trace the issues of cultural and political self-definition from the Colonial period in such writers as Ercilla, Garcilaso de la Vega, el Inca; through the romantic period of independence with Sarmiento, Martí, Darío, Rodó; to the present with Paz, Neruda, Guevara, Retamar and others. Special attention will be given to the similarities and differences between North and South America in their analogous projects of self consciously constructing specifically American culture and politics. We will also attempt to define the constitutive properties of literature defining the national cultures. Conducted in Spanish.

Requisite: Spanish 17 or the equivalent. Second semester. Omitted 1982-83. Professor Sommer.

**36. Readings in Seventeenth-Century European Theater.** Selected plays of Lope de Vega, Calderón de la Barca, Tirso de Molina, Corneille, Racine, Molière and Shakespeare will be read in the original languages whenever possible. Through close readings of representative works, an understanding of the national dramas of Spain, France and England will be approached. The course may be counted toward a major in Spanish by those who read and write essays in Spanish on the appropriate works. Conducted in English.

Second semester. Professor Maraniss.

**37. Readings in the Hispanic Novel.** Readings and discussion about man's relation to himself and nature. Selected works from such authors as Delibes, Rivera, Vargas Llosa, Gallegos, Güiraldes, Arguedas, and García Márquez. Conducted in Spanish.

Requisite: Spanish 16 or 17 or the equivalent. First semester. Omitted 1982-83. Professor Johnson.

**41. The Boom: Spanish-American Literature of the Sixties and Seventies.** Recent prose works by leading Spanish American authors will be considered both as they contribute to the tradition of Western narrative and as attempts to articulate what is perceived as a rapidly, sometimes violently, changing society. The experiments in narrative technique will thus be related to the process of making sense of the modern world. Works by Gabriel García Márquez, Carlos Fuentes, Jorge Luis Borges, Julio Cortázar, Juan Rulfo and Guillermo Cabrera Infante will be read in the original language whenever possible. The course will be divided into two sections, one conducted in Spanish for those who can read Spanish, the other in English for those who cannot.

First semester. Professor Sommer.

**43. Cervantes.** *Don Quijote de la Mancha* and some exemplary novels will be read, along with other Spanish works of the time, which were present at the novel's birth. Students will also be asked to deal with Cervantes in connection with other writers whom he may have influenced, e.g., Sterne, Dickens, Flaubert, or Mark Twain. The course will be divided into two sections, one for those who will read and discuss Cervantes in Spanish, and one for those who will do so in English. English section limited to twenty-five students.

First semester. Professor Maraniss.

**45. Modernista Prose and Poetry.** Reading and discussion of works by such writers of *literatura pura* (1890-1920) as Martí, Casal, Gutiérrez Nájera, Silva, Darío, Larreta, Díaz Rodríguez, Quiroga, and the young Neruda. Literary translations will be attempted. Conducted in Spanish.

Requisite: Spanish 16, 17 or the equivalent. First semester. Omitted 1982-83. Professor Johnson.

**77. Conference Course for Seniors.**
First semester. The Department.

**D78. Conference Course for Seniors.** A double course.
Second semester. The Department.

**97, H97, 98, H98. Special Topics.** The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis. Students interested in forming a group course on some aspect of Spanish life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.
First and second semesters.

# RUSSIAN

Professor Peterson (Chairman); Associate Professors Rabinowitz and J. Taubman*; Assistant Professor Slobin; Visiting Assistant Professor Sandler.

*Major Program.* There are two possible options for the Russian major.

*Russian Language and Literature.* The major will consist of Russian 11 and 12; Russian 21, 22, 23; at least one of the literary seminars (25, 27, 28, 37); and two other Russian courses approved by the Department, one of which may be a course in Russian history or politics. (Russian 1 through 4 will not count toward the major.)

It is recommended that the major take History 31-32 (Survey of Russian History) and at least two or three courses in one other literature (preferably English, French or German).

*Russian Studies:* The major will consist of Russian 11 and 12, at least two courses in sequence among Russian 21, 22, 23, plus three other courses, chosen in consultation with the student's advisor, which together form a coherent plan for the study of Russia and its civilization. (Russian 1 through 4 will not count toward the major.)

In addition to acquiring proficiency in Russian, Russian Studies majors will also be expected to choose a social science discipline (History, Political Science or Economics) as a methodological focus. They must take at least two courses in the chosen discipline, ordinarily including the introductory 11 course. (These two courses may not be counted toward the major; they are a prerequisite for majoring in Russian Studies.)

*Comprehensive Examination.* Senior Comprehensives in the Russian Department consist of three parts: (1) a written translation and commentary examination; (2) a written essay on a field specified by the student in conjunction with his/her advisor; (3) an oral examination covering the entire program of study. For Russian Literature students, the special field will ordinarily be a period or genre. For Russian Studies majors, the essay question will be on Russian history, Soviet politics or Soviet economics. Reading lists in Russian literature and the social science disciplines and a more detailed description of the comprehensive exam are available at the department office.

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*On leave 1982-83.

*Honors Program.* In addition to the requirements for the major program, the Honors candidate must take Russian 77-78 during his or her Senior year and must prepare a thesis on a topic approved by the Department.

*Slavic Studies.* A student at Amherst College may develop a program in Slavic Studies from courses offered here and at Mount Holyoke and Smith Colleges and the University of Massachusetts. Courses in the fields of anthropology, economics, government and political science, history, Polish, Russian, and sociology which may be included in a Slavic Studies program are listed in a booklet published by the Office of the Five College Coordinator, which is available from the Registrar.

*Study Abroad.* Any student who has studied Russian for two years or more and wishes to put to the test his or her ability to operate in the language may take advantage of the Interterm in Russia. This is organized by the Russian Department of Amherst in cooperation with other Russian Departments in the Valley, using the January break, to make possible travel to Russia at minimal cost. The participating students will be accompanied by a faculty member; the three weeks spent in Russia are usually divided among Leningrad, Moscow and Kiev. While not a formal academic activity, the Interterm in Russia should be considered to fall logically between Russian 11 and Russian 12, and thus to be an aspect of Studies in Russian Language and Culture. Accordingly, participation may be limited to students who are either enrolled in Russian 11 or can show equivalent (or superior) proficiency in the language.

Students who are interested in spending more than three weeks in the Soviet Union are urged to consult with the Russian Department about the Summer and/or Semester Programs at Leningrad and the Pushkin Institute in Moscow which are open to qualified American undergraduates.

**1. First-Year Russian.** The fundamental structure of Russian demonstrates how a language strives to maintain itself as a functional, strongly coherent system. Stress is laid on a knowledge of the patterns and shapes of the language's building materials rather than on an endless memorization of forms. Pronunciation, oral practice, reading, writing. Some sessions conducted primarily in Russian. Four meetings per week plus weekly work in the language laboratory.

First semester. Professors Peterson and Sandler.

**2. First-Year Russian.** Continuation of Russian 1.
Requisite: Russian 1 or equivalent. Second semester. Professors Peterson and Sandler.

**3. Second-Year Russian.** Intensive review and further study of grammar. Systematic vocabulary building, both active and passive. Reading of literary and non-literary texts and selected poetry. Development of aural comprehension and oral fluency. Brief writing assignments. Conducted increasingly in Russian. Four class meetings plus language laboratory work weekly.
Requisite: Russian 2 or equivalent. First semester. Professor Rabinowitz.

**4. Second-Year Russian.** Continuation of Russian 3.
Requisite: Russian 3 or equivalent. Second semester. Professor Slobin.

**11. Studies in Russian Language and Culture.** Reading and discussion of selected works of Russian prose and poetry, both classical and modern. Included among the readings will be literary criticism, as well as historical, philosophical, and publicistic writings. Conducted mostly in Russian. (Systematic vocabulary building; selective grammar review; oral and written reports.) Three meetings per week.
Requisite: Russian 4 or equivalent. First semester. Professor Slobin.

**12. Studies in Russian Language and Culture.** Continuation of Russian 11.
Requisite: Russian 11. Second semester. Professor Rabinowitz.

**21. Survey of Russian Literature, Part I.** After a brief consideration of pre-modern Russian writing, this course will focus on the evolution of nineteenth-century narrative forms, from Pushkin to the earliest works of Dostoevsky and Tolstoy. Special emphasis will be given to the innovative and experimental novels and short stories created by Russian writers aware of their culture's struggle with European influences. Authors read range from the famous Russian "romantics" (Gogol, Lermontov, Dostoevsky) to the great Russian "realists" (Goncharov, Turgenev, Tolstoy), all of whom pay homage to the "classic" works of Pushkin. The literary texts studied will be placed in their wider social and cultural context, European as well as Russian. Readings in translation, with special assignments for those able to read in Russian.
First semester. Professor Rabinowitz.

**22. Survey of Russian Literature, Part II.** An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian emigre literature through a reading of representative novels, stories, and plays in translation. Readings include important works by Dostoevsky, Tolstoy, Chekhov, Gorky, Sologub, Bely, Bunin and Nabokov. The evolution of recurring themes such as the breakdown of the family, the "woman question," madness, attitudes toward the city, childhood and perception of youth.

Second semester. Professor Rabinowitz.

**23s. Russian Literature Since the Revolution.** Russian literature since 1917 in its cultural and political context. Emphasis on the connections with the Silver Age which preceded the Revolution and provided the impetus for arts and literature of the early Soviet period. The course will focus on experimentation in writing (Bely, Zamyatin, The Serapion Brothers); the role of the visual arts (Eisenstein, Vertov); the position of the artist in the new social order (Babel, Mayakovsky, Bulgakov); the poet as witness and conscience (Pasternak, Mandelshtam, Akhmatova); socialist realism (Gladkov); post-Stalinist writing (Sinyavsky, Pasternak, Solzhenitsyn). Readings in translation with selected texts in the original for students of Russian. Two class sessions per week.

Second semester. Professor Slobin.

**25. Seminar on One Russian Writer: Vladimir Nabokov.** An attentive reading of works spanning Nabokov's entire career, both as a Russian and English (or "Amero-Russian") author, including his autobiographical and critical writings, as well as his fiction and poetry. Special attention will be given to Nabokov's persistent meditations on the experience of exile and the irreplaceable nature of experienced Time. Students will be encouraged to compare Nabokov's celebration of memory and the creative imagination with similar praises of the mind's "artificial worlds" in other modern writers, e.g., James, Proust, Borges, Barth. Two class meetings per week with an additional hour as arranged by the instructor. Offered in alternate years.

Open to Juniors and Seniors (and Sophomores with consent of the instructor). First semester. Professor Peterson.

**27. Fyodor Dostoevsky.** Dostoevsky, primarily as a novelist, but also as a philosopher and social thinker. Consideration of the development of Dostoevsky's art from its epistolary beginnings through the creation of new literary forms: the so called "novel tragedy" and the polyphonic novel. Topics for discussion may include Dostoevsky's assessment of reason and utopian thought, the role of the city, Slavophilism, the psychology of the buffoon. Works to be read include *The Double, White Nights, Notes from the Underground, Crime and Punishment, The Idiot, The Possessed, The Brothers Karamazov.* Conducted as a seminar with occasional lectures. Two class meetings per week.

First semester. Omitted 1982-83. Professor Slobin.

**28f. Tolstoy and the Novel.** Tolstoy was tormented through his very long life by the elusive nature of personal identity, i.e., how he knew who he was and how he could transmit a pursuit of self in his characters. In the nineteenth century the novel evolved sophisticated techniques for following the quests of different kinds of heroes. We will read Tolstoy's two great novels, *War and Peace* and *Anna Karenina*, as exemplary novels, and will try to understand them in the context of Western notions about the novel which affected Tolstoy. As we trace Tolstoy's changing view of himself and his writings, several problem areas will recur, including the possibility of historical change, the necessity of belief in God, the never-to-be-resolved obsession with women. In pursuing these problems as themes in the novels, we will also consider a few of Tolstoy's short works, including "The Kreutzer Sonata," "Father Sergius" and "A Confession." Finally, we will study Tolstoy's belated theories of art in *What is Art?* and his late parables to understand why Tolstoy ultimately rejected his own novels and denounced the project of the novel as such. One seminar meeting per week.

First semester. Professor Sandler.

33. **Advanced Studies in Russian Language and Culture, Part I.** A staff-taught course. Intensive study of selected texts in Russian literature and culture. One goal of the course is to refine the students' mastery of written and oral expression in Russian. Two class sessions per week.

First semester. Professor Slobin and staff.

H33. **Advanced Studies in Russian Language and Culture, Part I.**

First semester. Omitted 1982-83.

34. **Advanced Studies in Russian Language and Culture, Part II.**

Second semester. Omitted 1982-83.

H34. **Advanced Studies in Russian Language and Culture, Part II.** A continuation of Russian 33.

Second semester. Professor Slobin and staff.

37s. **Three Nineteenth-Century Russian Poets.** Works of Baratynsky, Vyazemsky and Pushkin, read in the original and in translation, as forerunners of Russian psychological prose. Two meetings per week.

Requisite: At least three semesters of Russian or permission of the instructor. Second semester. Professor Brodsky, Five College Professor of Literature.

77. **Senior Honors Course.** Meetings to be arranged. Open to, and required of, Seniors writing a thesis.

First semester. The Department.

**78. Senior Honors Course.** Meetings to be arranged. Open to, and required of, Seniors writing a thesis.
Second semester. The Department.

**97. Special Topics.** Independent Reading Course.
First semester. The Department.

**98. Special Topics.** Independent Reading Course.
Second semester. The Department.

## WOMEN'S STUDIES

There are some courses in the Amherst curriculum which make a special point of discussing the lives and history of women in recognition of the fact that women are or should be among the subjects of study in various disciplines. These courses include (in 1982-83) for example: Male-Female Relationships: a Cross-Cultural Perspective (Anthropology); Sex Role Socialization (Psychology); Readings in American Literature: Foremothers, Women and Photography (English); The Political Economy of Women: Cross-Cultural Perspectives (Political Science); The Family (Sociology).

There are, as well, a large number of courses at the other Valley institutions which focus on women. A Five College brochure, issued annually (with supplemental editions during the year), is available at the Registrar's Office and at the Five College Office.

A student at Amherst College may develop an interdepartmental major program in an area of women's studies from courses offered here and at the other institutions of the Five Colleges. A student who wishes to construct such a major should, after consultation with Faculty in the appropriate departments, submit a proposed program to the Committee on Special Programs.

## FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

JOSEPH BRODSKY, Five College Professor of Literature (at Mount Holyoke College under the Five College Program).

**English 245s. Modern Lyric Poetry.** Study, based on close analysis of texts, of the works of Thomas Hardy, W.H. Auden, Robert Frost, Constantine Cavafy, R.M. Rilke, and others. Requirements will include two ten-page papers and memorization of approximately one thousand lines from the above authors' works.

Not open to Freshmen. Limited to thirty students. Second semester. Mount Holyoke College.

**Russian 37s. Three Nineteenth-Century Russian Poets.** Works of Baratynsky, Vyazemsky and Pushkin, read in the original and in translation, as forerunners of Russian psychological prose. Two meetings per week.

Requisite: At least three semesters of Russian or permission of the instructor. Second semester. Amherst College.

JOHN J. CONWAY, Professor of Canadian History (at the University of Massachusetts/Amherst under the Five College Program).

**History 297. Canadian Political Theory in Historical Perspective.** The development of Canadian political theory since 1763. Particular emphasis on contrasting the corporate and Burkean views of politics and society which prevail in Canada with the individualist Lockean views that have prevailed in the United States since the American Revolution and before. Focus on four topics: (1) contemporary Canada and its problems, (2) the emergence of two differing political philosophies and systems: the American and the Canadian, (3) the origins of Quebec separatism, and (4) a case study in Canadian corporatist political culture.

First semester. University of Massachusetts.

**History 291A. Twentieth-Century Canada.** Canada's emergence from colonial status in 1900 to dominion status in 1926 to independence within the British Commonwealth of Nations in 1931. Examination of Canada's participation in the two world wars and the effects of that participation on the country. Particular concern for the inherent conflict between the province of Quebec and much of the rest of the country, the rise of the separatist movement in Quebec, the victory in that province of the Parti Québecois and the possible disintegration of the country with the effects such disintegration might have on the political geography of North America.

Second semester. University of Massachusetts.

THOMAS F. KELLY, Associate Professor of Music (at Amherst College under the Five College Program) and Director of Early Music at the Five Colleges.

The Five College Early Music Program, founded in 1979, seeks to provide educational and musical experience for those interested in the music of the Middle Ages, the Renaissance, and the Baroque era. A faculty of distinguished performers and scholars provides practical and theoretical experience in the performance of early music. An extensive collection of Medieval, Renaissance, and Baroque instruments is available to students for study and performance; and there are extensive holdings in the music libraries of the five colleges. Students interested in early music are encouraged to participate actively in one or more of the performing groups which meet regularly with a coach. Ensembles are organized at all levels of ability, from beginner to expert, to accommodate student progress throughout a four-year academic program. Concerts throughout the year by visiting artists and by faculty and student groups are presented by the Music Departments and the Early Music Program.

**Music 21. History of Western Music I.** A study of music written during the Medieval, Renaissance, and early and middle Baroque periods of music history. The emphasis is on the stylistic characteristics of these periods and of individual composers, as observed in the close study of the shape and effectiveness of specific pieces. Relationships among music, the visual arts, and historical events will be included.

Requisite: Music 11 or 11s, 31 at Amherst College, or consent of the instructor. First semester. Amherst College.

**Music 222/322. Musica Transalpina: Courtly Music of Renaissance France and Italy.** Music of the late fifteenth and early sixteenth centuries—its form, style and mode of performance—seen in the context of contemporary patronage and statecraft. Classroom performance sessions by students and faculty will be an integral part of the course.

Second semester. Omitted 1982-83. Mount Holyoke College.

W. ANTHONY K. LAKE, Five College Professor in International Relations (at Amherst College under the Five College Program).

**Political Science 30f. The Vietnam War.** This course will review the origins of the Vietnam War and American intervention in it; the domestic impulses for deepening involvement and then withdrawal; the history of negotiations to find a peaceful settlement; and the effects of the war on U.S. foreign policies. Throughout the course, the war will be discussed in the context of broader international events and trends in American thinking about the U.S. role in the world. Students will be encouraged to consider the "lessons" they believe should be drawn from this experience. Classes will include lectures and discussion.

First semester. Amherst College.

**Political Science 35s. Case Studies in American Foreign Policy.** A detailed examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam Wars, the Suez Crisis, the Bay of Pigs and the Cuban Missile Crisis, SALT I and SALT II, and U.S. policy towards Southern Africa. In each case the course will analyze the events and substantive choices facing policy-makers, the bureaucratic and political contexts in which they acted, and the general foreign policy views they brought to bear on these decisions. Each case study will provide a basis for discussion of bureaucratic behavior, relations between the Executive Branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press.

Second semester. Amherst College.

**Political Science 255. American Foreign Policy.** Course will be similar to Political Science 35s at Amherst College but subject to modification.

First semester. University of Massachusetts.

**Government 247b. America and the Third World.** A survey of the Third World and American policy approaches to it. The course will begin with a review of the post-colonial experiences of Third World nations, including problems of economic development and political cooperation. Current trends and future problems facing them will then be analyzed, with particular attention to the diversity of these nations, their challenges and their responses. Implications for alternative American policies, past and future, will be drawn. Classes will include lectures and discussions. Occasional guest lectures.

Second semester. Smith College.

J. MICHAEL RHODES, Five College Associate Professor of Analytical Geochemistry (at the University of Massachusetts under the Five College Program).

**Geology 590B. Analytical Geochemistry.** An in-depth review of the application of various analytical techniques to geological problems, sources of error associated with each technique, and methods of data presentation.

Requisite: Mineralogy, or petrology, or consent of the instructor. First semester. University of Massachusetts.

**Geology 512. X-ray Fluorescence Analysis.** Theoretical and practical application of x-ray fluorescence analysis in determining major and trace element abundances in geological materials.

Recommended requisite: Analytical Geochemistry. Second semester. University of Massachusetts.

**Geology 590V. Volcanology.** A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. The tectonic aspects of volcanism will be covered through an overview of the volcano-tectonic evolution of western North America, placing volcanism in that region in a plate tectonic and historical perspective.

Recommended requisite: Petrology. Second semester. University of Massachusetts.

DAVID STAINES, Associate Professor of Canadian Studies (at Smith College under the Five College Program).

**English FC 228a. Twentieth-Century Canadian Literature.** An introduction to the worlds of Canadian literature in English with special attention to the development of a Canadian literary identity. Focusing primarily on poetry and fiction, the course observes, where appropriate, relationships to British and American literatures. Readings in Margaret Atwood, Morley Callaghan, Jack Hodgins, A. M. Klein, Margaret Laurence, Hugh MacLennan, Alice Munro, Michael Ondaatje, E. J. Pratt, Sinclair Ross, and Sheila Watson. Visits from Canadian writers supplement lectures and discussions.

First semester. Smith College.

**English 397b. The Contemporary Canadian Novel.** Selected readings in contemporary Canadian fiction in English with particular attention to the writers in the cultural context. Novelists include Margaret Atwood, Robertson Davies, Timothy Findley, Jack Hodgins, Robert Kroetsch, Margaret Laurence, Alice Munro, Mordecai Richler, Rudy Wiebe, and Adele Wiseman. Visits from Canadian writers supplement lectures and discussions.

Second semester. University of Massachusetts.

**English 215b. Spirit of Medieval Romance.** Explorations of the rise of medieval romance from its possible origins in the lyric, epic, and chronicle modes. Some issues to be considered will be the development of a narrator's voice, the relationship between love and adventure, the role of women, the concept of heroism. The emergence of romance will be reflected in selected poetry from France, England, Germany, and Italy.

Second semester. Smith College.

# V

# LECTURESHIPS
# HONORS
# FELLOWSHIPS
# PRIZES AND AWARDS
# FELLOWS

# Lectureships

**The Henry Ward Beecher Lectureship.** This lectureship fund was founded by the late Frank L. Babbott, LL.D., of the Class of 1878, in honor of Henry Ward Beecher, of the Class of 1834. The incumbent is appointed biennially by the Faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

**The Clyde Fitch Fund.** A fund was established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch, of the Class of 1886. The income of this fund is to be used for the furtherance of the study of English literature and dramatic art and literature. The whole or part of this income is usually devoted to the remuneration of an eminent lecturer, who may also take a part in the regular instruction of the College.

**The Victor S. Johnson Lectureship Fund.** This fund was established in memory of Victor S. Johnson by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lecturer's purpose of serving the best tradition of the liberal arts and individual freedom."

**The John Woodruff Simpson Lectureship.** A fund was established in memory of John Woodruff Simpson, of the Class of 1871, by his wife and daughter. The income is to be used for fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

**The George William and Kate Ellis Reynolds Lectureships.** This fund, established by the late George W. Reynolds of the Class of 1877, provides an annual income which is divided into three equal parts to provide lectureships on Christ and Christianity, Science, and American Democracy.

**The Willis D. Wood Fund.** The income from this fund, established in memory of Willis D. Wood '94, is used for the purpose of "bringing to the campus, for varying lengths of stay, persons in the field of religion to meet and talk with students and faculty about different aspects of the spiritual life."

# Honors

## THE PHI BETA KAPPA SOCIETY

**Massachusetts Beta Chapter.** The students elected to membership in this honor society are those of highest standing and are normally candidates for the degree with Honors. A preliminary election of outstanding students occurs at the end of the first semester of Junior year; and further elections occur at the end of the first semester and at Commencement time of Senior year. Membership is extended to fourteen percent of the students in each class.

### OFFICERS

*President:* Professor William E. Kennick
*Vice President:* Professor Lisa A. Raskin
*Secretary-Treasurer:* Gerald M. Mager
*Auditor:* Professor Rose R. Olver
*Undergraduate President:* Robert D. Denious
*Undergraduate First Vice-President:* Stephen G. Milheim
*Undergraduate Second Vice-President:* Michael R. Hudec
*Undergraduate Secretary-Treasurer:* F. Miller Maley

### INITIATES

**Class of 1983**
Robert Dayton Denious
Michael Robert Hudec
Franklin Miller Maley
Stephen George Milheim

**Class of 1982**
Stephen Anthony Aron
Robin Stacey Avner
Christopher Aram Bohjalian
Theodore Edward Braun III
Tanya Broder
Scott William Busby
Kathleen Rae Davis
Michele Yve Deitch
Helen Elizabeth Deutsch
John Carl Erickson
Peter Roy Ezersky
Patrick Joseph John Fitzgerald
Danny Fong
Andrew Buchanan Fontein
Steven Peter Friedrich
Keith Leland Gandal
John Gerard Giella
Beatriz Ana Gonzalez
Russell William Haitch
Thomas Frame Harrison
Kyle Wilson Hoffman
Jarvis Hunt III

Benjamin Adam Jacobson
Steven Joel Jacobson
Joel Robert Cool Jewitt
Eric James Keroack
Younghee Kim
Peter Brown Kleidman*
Kevin Lewis Korsh
Matthew David Lerner*
David Curtis Maddox
Laurie Frances Maffly
Ann Marie Marciarille
Shawn Lisa Maurer*
Gail Elizabeth Mizner
David Fred Naftolowitz
Peter Addison Nussbaum
Mara Pfund
Zachary Morrison Pine
Jonathan Charles Rehmus
Jonathan Harry Ross
John Morris Rowell
Eric Karl Runge
Timothy Darrow Searchinger
Daniel Badger Seaver
Alan Kemp Sharp
Diana Lee Swanson
Gregory Bruce Tait
Andrea Wanda Nanine Tarnowski
Jennifer Robin Varey
George Graham Watson III

*These students elected in their Junior year.

# THE SOCIETY OF THE SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886; the Amherst Chapter was installed March 23, 1950. As one of its purposes the Society gives recognition to those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability. Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates who show definite promise of research ability are typically recommended to associate membership by the departments concerned. In the case of undergraduates, nomination is usually given only to those students whose promise of research ability would warrant recommendation for at least a degree *magna cum laude* (entirely aside from the question of grades).†

## OFFICERS

*President:* Professor Joseph N. Kushick
*Vice President:* Professor Dale A. Springer
*Secretary-Treasurer:* Professor Jonathan N. Lovett Doust

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†Full membership is reserved for individuals who have already published at least one scholarly paper.

## AMHERST COLLEGE

### INITIATES 1981

**Full Membership**

Jonathan Nicolas de Grave Lovett Doust

**Associate Membership, Class of 1982**

Duane Andrew Bailey
Judith Lee Bateman
Anne Franklin Brayer
Tanya Broder
David Emil Cobrinik
Kevin Michael Conway
Ian Donald Crabb
David Paul Dean
John Carl Erickson
David Avery Fahey
Daniel Jay Freidus
John Gerard Frank Giella
Karl Clifford Golnik
David Norbert Grenier
Donald Degarmo Hickmott
Krissie Mikiko Horiuchi
Joel Robert Cool Jewitt
Kirk Richard Johnson
Peter Brown Kleidman
Kimberlee Anne Kusiak
Kimberlyn Rachael Anne Leary
Elizabeth Anne Mary Maher
Elizabeth Towles Maynard
Michael Vincent Mazzaferro
Sheila McGuigan
Geraldine Agnes O'Brien
Thomas David Parsons
Mara Pfund
Scott Laurence Rauch
Carl Eli Rosen
Daniel Badger Seaver
Patricia Ann Skerritt
Sarah Withrow Sneve
Michael Joseph Vendetti, Jr.
Carolyn Marie Viviano
George Graham Watson III

# Fellowships

## COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 100 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 15 (except December 1 for Amherst-Doshisha) on forms available from the office of the Dean of Financial Aid. Unless otherwise noted, all awards are determined by the Faculty Fellowship Committee.

**The Amherst-Doshisha Fellowship.** Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan. An opportunity to work in a bicultural setting with Professor Otis Cary, Representative of the College at Doshisha, is open to young alumni of the College for a term of one, or in some cases, two years. Travel expenses and a modest stipend are paid by the College. The recipient will be given the opportunity of assisting Prof. Cary in the activities of Amherst House and also in teaching English to Japanese students. No knowledge of Japanese is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. Preferably the fellowship year would be from September of one year to the following August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the Freshman and Sophomore level. The academic year at Doshisha has allowed all fellows to make an extended trip through Southeast Asia during February and March.

Applicants should complete applications no later than December 1. This fellowship is awarded by the Amherst-Doshisha Fellowship Committee.

**The Amherst Memorial Fellowships for the Study of Social, Economic, and Political Institutions, and for Preparation for Teaching and the Ministry.** This fund provides fellowships to perpetuate the memory of those Amherst graduates who gave their lives for an ideal. The following statement expresses the purposes of the donor of these fellowships: "Realizing the need for better understanding and more complete adjustment between men and existing social, economic, and political institutions, it is my desire to establish a fellowship for the study of the principles underlying these human relationships."

Appointments to these fellowships may be made from the Senior class or the graduates of Amherst College, the object being to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. Candidates should be of sound health. During previous training they should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

While preference is given to candidates planning to do advanced work in the field of the social sciences, applications will be accepted and awards made to candidates who are planning to go to theological school as a preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year and may be extended for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships will be awarded by the Board of Trustees upon the recommendation of the Faculty Fellowship Committee.

**The John Mason Clarke 1877 Fellowship in Paleontology and Geology.** A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke of the Class of 1877, to provide income for a fellowship or fellowships to enable the holders, who shall be known as "Clarke Fellows," to pursue studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

**The Evan Carroll Commager Fellowship.** This fund, originally established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University, England. The fellowship is for one year but may be renewable for a second year. The award is open to any student, but a Senior will be favored and preference will be given to students applying to Peterhouse, St. John's College, Trinity College, or Downing College.

**The Henry P. Field Fellowships.** Two fellowships are available from the income of the bequest of the late Henry P. Field of the Class of 1880, to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

**The Warner Gardner Fletcher Fellowship.** The income from a gift from the late Warner Gardner Fletcher of the Class of 1941 is awarded to an Amherst graduate who intends to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

**The Edward Hitchcock Fellowship.** The income from a fund founded by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for the promotion of graduate study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

**The Roswell Dwight Hitchcock Memorial Fellowship.** A fund, established through the agency of the Alpha Delta Phi Fraternity, provides an annual award, under conditions determined by the Faculty, to a member of the Senior class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year, at an institution approved by the Faculty, a course of study in history or economics, to be completed within the period of two years next following graduation.

**The Rufus B. Kellogg University Fellowship.** The income from a fund, established by the late Rufus B. Kellogg of the Class of 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions:

1. The Fellow shall be elected by the Faculty upon the recommendation of the Faculty Fellowship Committee. Consideration shall be given to members of the class graduated at the close of the academic year in which this election shall be made, or from the members of the classes graduated in the six years immediately preceding the academic year in which this election shall be made.

2. The Faculty shall select as the incumbent of the said fellowship the graduate who, in their judgment, is best equipped for study and research, without regard to any other considerations whatsoever, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college.

3. The three years shall be spent by the incumbent at a German University or with the approval of the said Faculty at any other place or places, in the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the incumbent at Amherst College, to give a series of not more than thirty lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be given to the Senior class, but the members of all other classes shall have the privilege of attending. The lectures shall be published, at the end of the official term, in good book form, or in a learned journal.

**The Sterling P. Lamprecht Fellowship.** From the income of this fund, fellowships are awarded to recent graduates of Amherst College for assistance in the pursuit of philosophy. These fellowships may be renewed for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

**The Edward Poole Lay Fellowship.** The income from a fund, established by Frank M. Lay, of the Class of 1893, and Mrs. Lay, in memory of their son Edward Poole Lay, of the Class of 1922, provides for fellowships to be awarded to graduates of Amherst College who have shown unusual proficiency and talent in music, and who desire to continue studies in this field. Preference is to be given to candidates who are proficient in voice. In the event that there are no qualified candidates for the awards in any one year in the musical arts (especially voice and instrumental music), then they may be awarded under the same conditions to qualified candidates in the field of the dramatic arts.

These fellowships will be awarded by the Board of Trustees upon the recommendation of the Faculty Fellowship Committee.

**The Forris Jewett Moore Fellowships.** These fellowships, three in number, were established in memory of Forris Jewett Moore of the Class of 1889 by his widow, Emma B. Moore. In each case, the beneficiary is to be a member of the graduating class of the year preceding that in which the fellowship is held.

1. A fund, the income of which is to be used to assist graduates of Amherst College, distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is to be given to eligible candidates whose plans lie in the field of organic chemistry.
2. A fund, the income of which is to be awarded to graduates of Amherst College, distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.
3. A fund, the income of which is to be awarded to graduates of Amherst, distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

**The George Stebbins Moses Memorial Fellowship.** The income from a memorial fund provides a fellowship to be awarded to an Amherst graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

Under appropriate circumstances, the fellowship may be renewed for a second or third year at the discretion of the Committee. If the income and needs of candidates permit, more than one fellowship may be awarded in any given year.

**The George A. Plimpton Fellowships.** These fellowships, established by the Board of Trustees of Amherst College in memory of George A. Plimpton of the Class of 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are to be awarded without stipend to members of the Senior class who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance.

These fellowships will be awarded by the Board of Trustees upon recommendation of the Faculty Fellowship Committee.

**The C. Scott Porter Memorial Fellowship for Graduate Study.** Established at Amherst in 1972 by the family of C. Scott Porter of the Class of 1919, mathematics professor, 1924-31, and Dean of the College for thirty-five years from 1931-1966, the C. Scott Porter Memorial Fellowship is to be awarded annually to a graduate of the College for further study without restriction as to department or field.

**The Charles B. Rugg Fellowship.** The income from a fund, established in memory of Charles Belcher Rugg of the Class of 1911, provides a fellowship to be awarded to an Amherst graduate who shows promise for the study of law. The award is made annually to aid a young person beginning a legal career, but it may be renewed for a second or third year upon recommendation of the Fellowship Committee.

**The John Woodruff Simpson Fellowships and Lectureships.** A fund was established in memory of John Woodruff Simpson of the Class of 1871 by his wife and daughter. The uses of the income as defined by the donors follow:

"1. To award to any graduate of Amherst College a fellowship for use in studying law at any school approved by the Board of Trustees of the College;

"2. To award to any graduate of Amherst College a fellowship for use in studying medicine at any school approved by the Board of Trustees of the College;

"3. To award to any graduate of Amherst College a fellowship for use in studying theology at any school approved by the Board of Trustees of Amherst College, without regard to the particular creed or particular religious belief taught thereat;

"4. To award to any graduate of Amherst College a fellowship for use in studying at any school, college or university approved by the Board of Trustees of the College, in preparation for the teaching profession;

"5. To award to any graduate of Amherst College a fellowship for use in graduate study at the universities of Oxford or Cambridge in England;

"6. To award to any graduate of Amherst College a fellowship for use in graduate study at the Sorbonne in Paris;

"7. To secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

These fellowships will be awarded by the Board of Trustees upon the recommendations of the Faculty Fellowship Committee.

**The Benjamin Goodall Symon, Jr. Memorial Fellowship.** The income from a memorial fund provides a fellowship to be awarded to an Amherst graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship will be awarded on an annual basis but, under appropriate circumstances, it may be renewed for a second or third year at the discretion of the Committee. If the income and needs of candidates permit, more than one fellowship may be awarded in any given year.

**The Roland Wood Fellowship.** Awarded annually upon the recommendation of the Department of Dramatic Arts as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

## DEPARTMENTAL FELLOWSHIPS

The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

**The University of Dijon Assistantship.** This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.

**Exchange Fellowship, Ecole Normale Supérieure in Paris.** This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

# Prizes and Awards

THE following prizes and awards are offered annually for proficiency in the work of the several departments of collegiate study and, in some specific awards, for other achievements and qualifications. The recipients of awards for the previous year are stated in each case.

### AMERICAN STUDIES

The Doshisha American Studies Prize—*Michael John Gillespie, Jr. '82.*

The George Rogers Taylor Prize—*Rosanne Mary Haggerty '82*
*and Ann Marie Marciarille '82.*

### ART

The Anna Baker Heap Prize
combined with
The Athanasios Demetrios Skouras Prize—*Elliott Jay Arkin '83*
*and Kirk Richard Johnson '82.*

The Wise Fine Arts Award—*Dana Mildred Curry '82.*

The Associates of Fine Arts Summer Fellowship in Art History—*Susan Mary Santucci '83.*

The Associates of Fine Arts Summer Fellowship in the Practice of Art—*Amy Susan Machamer '84.*

### ASIAN STUDIES

The Doshisha Asian Studies Prize—*No award in 1981-82.*

### BIOLOGY AND GEOLOGY

The James R. Elster Award—*Judith Lee Bateman '82.*

The Oscar E. Schotté Award—*David Emil Cobrinik '82*
*and John Carl Erickson '82.*

The Oscar E. Schotté Scholarship Prize—*Anne Franklin Brayer '82.*

The William C. Young Prize—*No award in 1981-82.*

The Harvey Blodgett Scholarship
combined with
The Phi Delta Theta Scholarship—*Carolyn Ann Goeldner '83.*

The David F. Quinn Memorial Award—*Daniel Badger Seaver '82.*

The Warren Stearns Prize—*Sheila Dunn Hudson '83.*

### BLACK STUDIES

The Edward Jones Prize—*Frances Donna Andea Babb '82.*

## CHEMISTRY AND MEDICINE

The Howard Waters Doughty Prize—*David Paul Dean '82.*

The Frank Fowler Dow Prize—*Jonathan Harry Ross '82.*

The White Prize—*Stephen George Milheim '83.*

## CLASSICS

The Anthony and Anastasia Nicolaides Award—*No award in 1981-82.*

## DRAMATIC ARTS

The Raymond Keith Bryant Prize—*Moira Julia Eleanor Driscoll '84.*

## ECONOMICS

The W. T. Akers, Jr. Prize—*Richard Alexander Jacoby '82.*

The Hamilton Prize
Spring 1980-81—*Franklin Miller Maley '83.*
Fall 1981-82—*Ann Ellen Chaitovitz '84.*

The James R. Nelson Memorial Award—*Matthew David Lerner '82.*

The James R. Nelson Prize—*Jarvis Hunt III '82.*

## ENGLISH

The Academy of American Poets Prize—*Christopher Dean Castiglia '83E.*

The Armstrong Prize—*Maura Reynolds '85.*

The Collin Armstrong Poetry Prize—*Gregory Stephen Donat '84*
*and James Mitchell Hilgartner '82.*

The Corbin Prize—*Cynthia Lynn Hecht '84*
*and Jody Ann Shapiro '83.*

The Peter Burnett Howe Prize—*Alexander Gordon Dickey '82.*

The Rolfe Humphries Poetry Prize—*Alan Edmond Miller '82.*

The Harry Richmond Hunter, Jr. Prize—*Frederick Lee Brooke '84.*

The James Charlton Knox Prize—*To be awarded.*

The Ralph Waldo Rice Prize—*Helen Elizabeth Deutsch '82*
*and Russell William Haitch '82.*

The Stephen E. Whicher Prize—*No award in 1981-82.*

The Elizabeth Bruss Prize—*Shawn Lisa Maurer '82.*

## FRENCH

The Frederick King Turgeon Prize—*Sonia Giuseppina Luisa Dini '82*
*and Andrea Wanda Nanine Tarnowski '82.*

## GREEK

The William C. Collar Prize—*Randall Leonard Souza '85.*

The Hutchins Prize—*Caroline Weston Berninger '82.*
*and Heather Nadine Schwemm '82.*

## HISTORY

The Alfred F. Havighurst Prize—*Stephen Anthony Aron '82.*

## JOURNALISM

The Samuel Bowles Prize—*Rosanne Mary Haggerty '82.*

## LATIN

The Bertram Prizes
First—*Steven Joel Jacobson '82.*
Second—*Caroline Weston Berninger '82.*

The Billings Prizes—*combined and divided between*
*Charles David Katz '84*
*and Frederick Paul Gill Ziwot '84.*

The Crowell Freshman Prizes
First—*Randall Leonard Souza '85.*
Second—*Peter Joseph Hall '85.*

The Crowell Junior Prizes
First—*Barbara Saunders '83.*
Second—*John Edward Leopold Kleiner '83.*

## MATHEMATICS, PHYSICS AND ASTRONOMY

The Bassett Physics Prizes—*combined and divided between*
*Jonathan Paul Hexter '85*
*and Barbara Jean Liggon '84.*

The Robert H. Breusch Prize—*Peter Brown Kleidman '82.*

The Porter Prize—*divided among*
*Andrew Way Kendall '83,*
*Richard Amos Mechaber '84*
*and Michael Joseph Sernyak '83.*

The William Warren Stifler Prize—*Gregory Bruce Tait '82.*

The Walker Prizes in Mathematics of the First Year
First—*Brian Norman Scott '85.*
Second—*divided between*
*Joseph Anthony Melita '85*
*and Andrew Joseph Nussbaum '85.*

The Walker Prizes in Mathematics of the Second Year
First—*William John Conrad Amend III '84.*
Second—*Lawrence Robert Vitale '84.*

## MUSIC

The Lincoln Lowell Russell Prize—*divided among*
*Frederick Hoyt Jordan '82,*
*Laurie Frances Maffly '82,*
*John Francis Harlan Ong '82*
*and Emily Susan Reichert '82.*

The Mishkin Prize—*No award in 1981-82.*

The Eric Edward Sundquist Prize—*Charles Kimball Brown '82*
*and David Curtis Maddox '82.*

## RELIGION

The Moseley Prizes—*combined and divided among*
*Michael John Gillespie, Jr. '82,*
*Rosanne Mary Haggerty '82,*
*Laurie Frances Maffly '82*
*and Ann Marie Marciarille '82.*

## PHILOSOPHY

The Gail Kennedy Memorial Prize—*No award in 1981-82.*

## NEUROSCIENCE

The James Olds Memorial Neuroscience Award—*Scott Laurence Rauch '82.*

## PHYSICAL EDUCATION

The Sawyer Prize—*Matthew David Lerner '82.*

## POLITICAL SCIENCE

The Densmore Berry Collins Prize—*Jonathan Charles Rehmus '82.*

## PUBLIC SPEAKING

The Bancroft Prizes
First—*Timothy Darrow Searchinger '82.*
Second—*Russell William Haitch '82.*
Third—*Jeremiah Joseph Gertler '82.*

The Gilbert Prize—*Cameron Altman Stracher '83.*

The Hardy Prizes
First—*Christopher Andrew Coons '85.*
Second—*Lisa Ellen Chang '82.*
Third—*Jeremiah Joseph Gertler '82.*

The Kellogg Prizes
First—*Christopher Andrew Coons '85.*
Second—*Frederick Stanley Lane III '85.*

The Rogers Prize—*Jeremiah Joseph Gertler '82*
*and Timothy Darrow Searchinger '82.*

## RUSSIAN

The Carol Prize in Russian—*Sahira Nylda Ansari '82*
*and Peter Addison Nussbaum '82.*

## SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship—*George Graham Watson III '82.*

The Samuel Walley Brown Scholarship—*William Albert Gleason '82.*

The Gordon B. Perry Memorial Award—*Heidi Lynn Gabrielson '85.*

The Psi Upsilon Prize—*David Bliss Wilson '82.*

The John Sumner Runnells Memorial Prize—*Rachel Faye Trachten '83E.*

The Obed Finch Slingerland Memorial Prize—*Younghee Kim '82.*

The Stanley V. and Charles B. Travis Prize
combined with
The Woods Prize—*David George Valentino '82*
*and Peter Brown Kleidman '82.*

The Amherst "R" Committee Award—*Warren Eugene Tolman '82.*

The Charles Hamilton Houston Fellowship—*Bonnie Denise Jenkins '82.*

The Borden Freshman Prize—*David Foster Wallace '84.*

## OTHER PRIZES

The Ashley Memorial Trophy—*Christopher Todd Middleton '82.*

The Sphinx Spoon—*John Francis Joseph Whitney '82.*

The Howard Hill Mossman Trophy—*Daniel Carter Walker '82.*

The Robert L. Leeds, Jr. Honor Award—*Mara Pfund '82.*

The Friends of the Amherst College Library Prizes
First—*No award in 1981-82.*
Second—*Cait Naughton Murphy '83.*
Third—*No award in 1981-82.*

The Computer Center Prize—*Duane Andrew Bailey '82*
*and George Graham Watson III '82.*

The M. Abbott Van Nostrand Prize—*Daniel Jay Freidus '82.*

The Recording for the Blind Special Merit Award—*Peter Michael Scialli '82.*

# Fellows

## AMHERST COLLEGE FELLOWS

**Nazir Kamal Ahmad '82E,** *Amherst Memorial Fellow in International Development Studies.* Stanford University.

**Douglas Alan Barnes '82,** *Amherst Memorial Fellow in Political Science.* Columbia University.

**Bethany Rachel Block '80,** *John Woodruff Simpson Fellow in Medicine.* Harvard Medical School.

**Kelby Norman Bowman '82,** *John Woodruff Simpson Fellow in Law.* University of Texas at Austin.

**Anne Franklin Brayer '82,** *John Woodruff Simpson Fellow in Medicine.* University of Rochester Medical School.

**Joshua Kingman Brown '77,** *George Stebbins Moses Memorial Fellow in Religion.* Earlham School of Religion.

**Jeffrey Palmer Carpenter '81,** *John Woodruff Simpson Fellow in Medicine.* Yale University Medical School.

**Andrea Louise Chapin '82,** *Amherst Memorial Fellow in Creative Writing.* University of Iowa.

**Jeffrey William Cody '72,** *Amherst Memorial Fellow in Historic Preservation Planning.* Cornell University.

**Gary Ross Cohan '82,** *Forris Jewett Moore Fellow in Chemistry.* Research at Addenbrooke's Hospital, University of Cambridge.

**Robert Francis Cole '82,** *Roland Wood Fellow in Acting and Directing.* Eugene O'Neill Theater Center at Waterford, Connecticut.

**William Hilditch Cook '82,** *Amherst Memorial Fellow in Education and Divinity.* Harvard University.

**Thomas Smith Coolbaugh '80,** *Forris Jewett Moore Fellow in Chemistry.* California Institute of Technology.

**Ada Sheryl Cooper '82,** *John Woodruff Simpson Fellow in Law.* Harvard Law School.

**Neil Matthew Corwin '81,** *John Woodruff Simpson Fellow in Law.* New York University Law School.

**James Elliot Curry '70,** *George Stebbins Moses Memorial Fellow in Theology.* Yale Divinity School.

**Robert Allerton Cushman '77E,** *John Woodruff Simpson Fellow in Medicine.* Emory University Medical School.

**Yusuke Dan '82,** *Amherst Memorial Fellow in International Relations.* University of Tokyo.

**Michele Yve Deitch '82,** *John Woodruff Simpson Fellow in Law.* Harvard Law School.

**Helen Elizabeth Deutsch '82,** *Henry P. Field Fellow and Amherst Memorial Fellow in English.* University of California at Berkeley.

**Deanna Jean Dron '81,** *Roland Wood Fellow in Dance.* California Institute of the Arts.

**Douglas Lawrence Eng '82,** *John Woodruff Simpson Fellow in Medical Science.*

**Steven Bruce Epstein '82E,** *John Woodruff Simpson Fellow in Law.* University of Colorado Law School.

**John Carl Erickson '82,** *Forris Jewett Moore Fellow in Chemistry.* Massachusetts Institute of Technology.

**Michael Joseph Erickson '80,** *Amherst Memorial Fellow in Business Administration.* Michigan State University..

**Peter Roy Ezersky '82,** *John Woodruff Simpson Fellow in Law.* Yale Law School.

**Richard Paul Faxon '81,** *John Woodruff Simpson Fellow in Law.* Northwestern University Law School.

**Barbara Jeanne Fitton '81,** *Rufus B. Kellogg University Fellow in Interpreting and Translation.* University of Heidelberg.

**Patrick Joseph Fitzgerald '82,** *Charles B. Rugg Fellow in Law.* Harvard Law School.

**Sean Michael Fitzpatrick '81,** *John Woodruff Simpson Fellow in Law.* Harvard Law School.

**Scott Leroy Flood '81,** *John Woodruff Simpson Fellow in Law.* Harvard Law School.

**Danny Fong '82,** *John Woodruff Simpson Fellow in Medicine.* University of Rochester Medical School.

**Bonnie Corinne Frank '81,** *Amherst Memorial Fellow in Social Work.* Boston University School of Social Work.

**Marc David Freedman '82,** *John Woodruff Simpson Fellow in Law.* Case Western Reserve University Law School.

**Keith Leland Gandal '82,** *Amherst Memorial Fellow in English.* University of California at Berkeley.

**John Gerard Giella '82,** *John Woodruff Simpson Fellow in Medicine.* Harvard Medical School.

**John Joseph Goggins '82,** *John Woodruff Simpson Fellow in Law.* University of Chicago Law School.

**Jeffrey Albert Grass '82,** *John Woodruff Simpson Fellow in Medicine.* University of Vermont Medical School.

**Kathy Laighton Harvey '80,** *Amherst Memorial Fellow in Clinical Psychology.* Pennsylvania State University.

**Stephen Harcourt Haven '79,** *Amherst Memorial Fellow in Creative Writing.* University of Iowa.

**David Stanley Heald '78,** *Benjamin Goddall Symon, Jr. Memorial Fellow in Theology.* General Theological Seminary.

**Stafford Christopher Henry '82,** *John Woodruff Simpson Fellow in Medicine.* State University of New York, Upstate Medical Center.

**Peggy Lucille Herlihy '82E,** *Amherst Memorial Fellow in Art History.*

**Amy Janet Hertz '81,** *John Woodruff Simpson Fellow in Law.* Cornell Law School.

**Donald DeGarmo Hickmott '82,** *John Mason Clarke 1877 Fellow in Geology.* Massachusetts Institute of Technology.

**Alan Lawrence Hirsch '81,** *John Woodruff Simpson Fellow in Law.* Yale Law School.

**Sandra Milu Hoenig '82,** *Amherst Memorial Fellow in Asian Art History.* Doshisha University in Kyoto.

**George Frederick Hunter '80,** *Amherst Memorial Fellow Sociology.* Boston University.

**James David Jackson '80E,** *Edward Poole Lay Fellow in Orchestral Conducting.* Peabody Conservatory of Music.

**Steven Joel Jacobson '82,** *John Woodruff Simpson Fellow in Law.* Harvard Law School.

**Stephen deMers James '78,** *Edward Poole Lay Fellow in Piano and Composition.* Boston University.

**Scott Lewis Kafker '81,** *John Woodruff Simpson Fellow in Law.* University of Chicago Law School.

**Kurt David Karsten '81,** *John Woodruff Simpson Fellow in Law.* Vanderbilt University Law School.

**Mark Leonid Kasakevich '82,** *Forris Jewett Moore Fellow in Chemistry.* Case Western Reserve University.

**Thomas Winslow Keenan '81,** *Amherst Memorial Fellow in Comparative Literature.* Yale University.

**Elaine Maria Kiefer '82,** *John Woodruff Simpson Fellow in Law.* Suffolk University Law School.

**Peter Brown Kleidman '82,** *George A. Plimpton Fellow in Mathematics.* The University of Cambridge.

**Kevin Lewis Korsh '82,** *John Woodruff Simpson Fellow in Law.* Stanford Law School.

**Elisa Christine Krapf '80,** *John Woodruff Simpson Fellow in Medicine.* University of Michigan Medical School.

**Terence Eugene Lake '82,** *Amherst Memorial Fellow in Business Administration.* Georgetown University.

**Kimberlyn Rachael Leary '82,** *Amherst Memorial Fellow in Clinical Psychology.* University of Michigan.

**Susan Elizabeth Lehman '81E,** *Amherst Memorial Fellow in History.* University of California at Berkeley.

**Matthew David Lerner '82,** *John Woodruff Simpson Fellow in Law.* Harvard Law School.

**John Lozada '79,** *John Woodruff Simpson Fellow in Law.* University of California at San Francisco, Hastings Law School.

**David Curtis Maddox '82,** *Amherst Memorial Fellow in Cultural History.* University of Chicago.

**Laurie Frances Maffly '82,** *George A. Plimpton Fellow in Religious Studies.*

**Beverly Rachel Majteles '82,** *Evan Carroll Commager Fellow in International Law.* The University of Cambridge.

**Carole Ann Marcacci '82,** *Edward Poole Lay Fellow in Voice.* Temple University Music School.

**Ann Marie Marciarille '82,** *John Woodruff Simpson Fellow in Law.* Harvard Law School.

**Peter Willard Mason '78,** *Forris Jewett Moore Fellow in Chemistry.* University of Massachusetts.

**Shawn Lisa Maurer '82,** *George A. Plimpton Fellow in Literature.* The University of Cambridge.

**Michael Vincent Mazzaferro '82,** *John Woodruff Simpson Fellow in Medicine.* New York Medical College.

**John Rudd McGeeney '79,** *John Woodruff Simpson Fellow in Law.*

**Thomas James Meakem III '82,** *John Woodruff Simpson Fellow in Medicine.*

**Martin Edward Melaver '80,** *Amherst Memorial Fellow in Comparative Literature.* Harvard University.

**William Baird Millard '80,** *Amherst Memorial Fellow in English and American Literature.* Rutgers University.

**Larry William Miller '81,** *John Woodruff Simpson Fellow in Law.* New York University Law School.

**Gail Elizabeth Mizner '82E,** *John Woodruff Simpson Fellow in Medicine.* Yale Medical School.

**Gilbert Edward Mowery '81E,** *John Woodruff Simpson Fellow in Veterinary Medicine.* University of Domonica Veterinary Medicine School.

**David Fred Naftolowitz '82,** *John Woodruff Simpson Fellow in Medicine.* Albany Medical College.

**Philip Paul Nelson '82,** *Warner Gardner Fletcher Fellow and Amherst Memorial Fellow in Education.* University of Massachusetts at Amherst.

**Mary Susan Neumann '81,** *George Stebbins Moses Memorial Fellow in Divinity.* Harvard Divinity School.

**Alphonse Stanley Niemiec '81E,** *Amherst Memorial Fellow in Social Work.* Boston University.

**Thais Teresita Ocando '81,** *Amherst Memorial Fellow in International Relations.* Fletcher School of Law and Diplomacy.

**Diane Belle Okladek '82,** *John Woodruff Simpson Fellow in Law.* New York University Law School.

**Ian Buckner Oliver '81,** *George Stebbins Moses Memorial Fellow in Theology and Ministry.* University of Chicago Divinity School.

**Jeffrey Lyndon Orridge '82,** *John Woodruff Simpson Fellow in Law.* New York University Law School.

**Louis Forrest Paparazzo '78,** *John Woodruff Simpson Fellow in Law.* Western New England Law School.

**William Leonard Parker '77,** *John Woodruff Simpson Fellow in International Corporate Law.* Fletcher School of Law and Diplomacy.

**Thomas David Parsons '82,** *John Woodruff Simpson Fellow in Veterinary Medicine.* University of Pennsylvania Veterinary Medicine School.

**Susan Lynn Perlis '80,** *John Woodruff Simpson Fellow in Law.* University of Pennsylvania Law School.

**Meridith Ann Randall '82,** *Amherst Memorial Fellow in English and American Literature.* Cornell University.

**Charles Homer Riley '81,** *Amherst Memorial Fellow in Economics.* Cornell University.

**William Lamont Riley '82,** *John Woodruff Simpson Fellow in Public Policy.* University of Pennsylvania.

**David Henry Roberts III '79,** *Amherst Memorial Fellow in Arab Studies.* Georgetown University.

**Benjamin Alan Rosenblum '80,** *John Woodruff Simpson Fellow in Medicine.* Jefferson Medical College.

**Jonathan Harry Ross '82,** *John Woodruff Simpson Fellow in Medicine.* University of Michigan Medical School.

**Stephen Pike Rounds, Jr. '81,** *John Woodruff Simpson Fellow in Dental Medicine.* Tufts University Dental School.

**Jonathan Richard Sachs '80E,** *John Woodruff Simpson Fellow in Medicine.* The Medical College of Philadelphia.

**Annette Sanders '82,** *John Woodruff Simpson Fellow in Law.* University of Connecticut Law School.

**James Leo Scheidegger '82,** *Edward Hitchcock Fellow in Physical Education.* Amherst College/University of Massachusetts.

**John Evan Seery '80,** *Sterling P. Lamprecht Fellow and Forris Jewett Moore Fellow in Political Philosophy.* University of California at Berkeley.

**George James Shaker, Jr. '82,** *John Woodruff Simpson Fellow in Law.* Harvard Law School.

**Thomas Robert Sheibley '79E,** *Amherst Memorial Fellow in Theology.* Harvard Divinity School.

**William Allen Silva '78,** *George Stebbins Moses Memorial Fellow in American Religion and Religious History.* Yale University.

**Daniel Steven Silver '82,** *Amherst Memorial Fellow in Japanese Language.* Middlebury College Summer Language School.

**Priscilla Marie Simon '81E,** *John Woodruff Simpson Fellow in Medicine.* Rutgers Medical School.

**Amy Pratt Sing '80,** *John Woodruff Simpson Fellow in Medicine.* University of Vermont Medical School.

**Carolyn Abbe Smith '82E,** *Amherst Memorial Fellow in Anthropology.* University of Massachusetts at Amherst.

**Robert Lincoln Steer '81,** *John Woodruff Simpson Fellow in Medicine.* Cornell University Medical College.

**Keith Richard Stephenson '79,** *John Woodruff Simpson Fellow in Medicine.* University of Pittsburgh Medical School.

**Masakazu Suzuki '82,** *Amherst Memorial Fellow in Religion and Education.* Teachers College, Columbia University.

**Roberta Arola Swafford '81E,** *John Woodruff Simpson Fellow in Law.* University of Connecticut Law School.

**Robert George Szulborski '81,** *John Woodruff Simpson Fellow in Medicine and Neuroscience.* University of Pennsylvania Medical School.

**Andrea Wanda Nanine Tarnowski '82,** *C. Scott Porter Memorial Fellow in French Literature.* Ecole Normale Supérieure in Paris.

**Warren Eugene Tolman '82,** *John Woodruff Simpson Fellow in Law.* Boston University Law School.

**John Christopher Torpey '81,** *Rufus B. Kellogg University Fellow in Political Psychology and Sociology.* Universität Göttingen.

**Zev Matthew Trachtenberg '76,** *Forris Jewett Moore Fellow in Philosophy.* Columbia University.

**Scott Jeffrey Ulm '80,** *John Woodruff Simpson Fellow in Law.* Yale Law School.

**Paul Jeffrey Van de Graaf '81,** *John Woodruff Simpson Fellow in Law.* Columbia Law School.

**Michael Joseph Vendetti '82,** *John Mason Clarke 1877 Fellow in Geology.* Colorado State University.

**Dana Richard Villa '80E,** *Sterling P. Lamprecht Fellow and Forris Jewett Moore Fellow in Political Philosophy.* Princeton University.

**Robert Lawrence Vogel '81,** *John Woodruff Simpson Fellow in Law.* Stanford Law School.

**Anne Helene Walton '81E,** *John Mason Clarke 1877 Fellow in Geology.* University of Texas at Austin.

**Mary Lynn Weiss '82,** *Amherst Memorial Fellow in American Literature.* Columbia University.

**Gary Richard Wheeler '79,** *John Woodruff Simpson Fellow in Veterinary Medicine.* Tufts University Veterinary Medicine School.

**John Francis Joseph Whitney '82,** *John Woodruff Simpson Fellow in Optometry.* New England College of Optometry.

**George Booth Witwer '81,** *Amherst Memorial Fellow in Business.* University of Chicago Business School.

**William Bradford Wright '80,** *Edward Poole Lay Fellow in Piano.* New England Conservatory of Music.

**Richard Scott Zarin '81,** *John Woodruff Simpson Fellow in Law.* Columbia Law School.

## NATIONAL SCHOLARS AND/OR FELLOWS

**Frederic King Conover III '81,** *Marshall Scholar.*

**Peter Brown Kleidman '82,** *Marshall Scholar.*

**Laurie Frances Maffly '82,** *Watson Fellow.*

**Shawn Lisa Maurer '82,** *Keasbey Scholar.*

**Timothy Darrow Searchinger '82,** *Watson Fellow.*

**Lawrence John Vale '81,** *Rhodes Scholar.*

## DEPARTMENTAL FELLOWS

**Valerie Christina Aubry '82,** *Teaching Assistant, University of Dijon.*

**Andrea Wanda Nanine Tarnowski '82,** *Exchange Fellow, Ecole Normale Supérieure, Paris.*

## AMHERST DOSHISHA FELLOW

**Daniel S. Silver '82,** *Amherst House, Doshisha University, Kyoto.*

# VI

## THE CORPORATION

## FACULTY

## ADMINISTRATIVE AND PROFESSIONAL OFFICERS

## ENROLLMENT

# The Corporation

### CHAIRMAN OF THE CORPORATION

George Bickley Beitzel, M.B.A., *Armonk, New York*

### HONORARY CHAIRMAN OF THE CORPORATION AND TRUSTEE EMERITUS

John Jay McCloy, LL.B., *New York, New York*

### PRESIDENT OF THE COLLEGE

Julian Howard Gibbs, PH.D., *Amherst, Massachusetts*

### TRUSTEES

Karl Frank Austen, M.D., *Boston, Massachusetts*
Martha Lynn Byorum, M.B.A., *New York, New York*
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†On leave first semester 1982-83.
‡On leave second semester 1982-83.

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**Frederick Thomas Griffiths,** *Associate Professor of Classics.* B.A. (1969) Yale College; M.A. (1972), Ph.D. (1974) Harvard University.

**Robert Alan Gross*,** *Associate Professor of History.* B.A. (1966) University of Pennsylvania; M.A. (1968); Ph.D. (1976) Columbia University.

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Arthur Yang, Ph.D., *Chemistry*

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Remo Masut, PH.D., *Chemistry*
L. V. Natarajan, PH.D., *Chemistry*
Igor Pavlin, PH.D., *Physics*

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Katherine Bridges, B.A., *Physics*
Cheryl Coté, M.S., *Chemistry*
George R. Green, M.S., *Biology*
Thomas C. Greenough, B.A., *Biology*
Cynthia J. Hutton, B.A., *Biology*
Karen L. Mattocks, M.S., *Biology*
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## LANGUAGE ASSOCIATES

Catherine Lanquetin, *French*
Vincent J. Michelot, *French*
Gabi Stiegenroth, *German*
Katharina von Ankum, *German*
Francois Weil, *French*

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**Committee on Educational Policy.** Professors Bezucha, George, Peterson, Spratlan, and Woglom; Jeffrey D. Jordan '83, Cait H. Murphy '83, and Diane L. Saltoun '84.

**College Council.** Professors Gooding (Chairman), Reck, and Sommer; Deans Bishop and Deignan; Susan A. Furbish '84, Amy E. Gordon '83, Andrew G. Humphrey '83, Michael J. McCaffrey '83, Susan L. McKeever '85, and one student to be elected.

**Judicial Board.** Professors Czap, Griffiths (Chairman), Weigel, and Wexler; Kathy L. Frazier '83, Yvette C. Mendez '84, Susan L. McKeever '85, and John A. Sommers '84.

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**Committee on Admission and Financial Aid.** Professors Basu, Gordon, Halsted, and O'Connell (Chairman); Deans Bedford (Secretary, *ex officio*), Bishop (*ex officio*), Case (*ex officio*); Professor Grose (*ex officio*); Natalie G. Coburn '85, Mark T. Leake '84, and James D. Mathias '83.

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**Committee on Honorary Degrees.** Professors Campbell, DeMott, and Levin; three seniors to be elected.

**Committee on Affirmative Action.** To be appointed.

**Committee on Physical Education and Athletics.** Professors Gooding (Chairman), Hixon, Janis, Maraniss, Morgan, Springer, and Zawacki; Dean Bishop (*ex officio*); Dr. Lane (*ex officio*); James D. Mathias '83 and Margaret S. McKay '85.

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**Faculty Computer Committee.** Professors Bailey, Cheney, Grose, Romer Thurman, and Westhoff; Ms. Steele; Kevin M. Baliozian '83 and Jonathan H. Welch '84.

**Five-College Black Studies Executive Committee.** Professor Campbell (representative, *ex officio*).

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**Committee on Health and Safety.** Professors Dempesy, Lovett-Doust, and Stein; Dean Bishop; Dr. Lane; Ms. Crabtree; Messrs. Dion, George, Harvey, Howland (Chairman), Morton, and Mueller; three students to be appointed.

**Premedical Advisor.** Professor Hexter.

**Five-College Representative to the University of Massachusetts Graduate Council.** Professor Heath.

**Security Advisory Committee.** Professor Slobin; Deans Bishop (Chairman) and Gentile; Messrs. Dion, Mueller, and Zaniewski; three students to be elected.

**Orientation Committee.** Professors Dooley and Rabinowitz; Deans Deignan, Partridge, and Petropulos (Chairman); Roberta A. Capelovitch '85, Kathleen A. Foye '83, and Robert A. Spencer '83.

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**Advisory Committee on Term Trusteeship.** Professor O'Connell, and one faculty member to be elected.

**Campaign for Amherst Faculty Committee.** Professors Greene, Hexter, Olver (Co-Chairman), Pritchard (Co-Chairman), and J. Taubman.

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**Catherine Esty,** *Assistant Alumni Secretary.* A.B. (1980) Amherst College.

**Douglas C. Wilson,** *Secretary for Public Affairs.* A.B. (1962) Amherst College; M.A. (1964) The Fletcher School of Law and Diplomacy.

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**Horace W. Hewlett,** *Editorial Consultant.* A.B. (1936) Amherst College; M.A. (1941) Yale University.

**Frank A. Trapp,** *Director, Mead Art Museum.* B.A. (1943) Carnegie Institute of Technology; M.A. (1947), Ph.D. (1952) Harvard University; A.M. (hon. 1963) Amherst College.

**Judith A. Barter,** *Curator of Collections, Mead Art Museum.* B.A. (1973) Indiana University; M.A. (1975) University of Illinois.

**Hall J. Peterson,** *Curator of Special Exhibitions, Mead Art Museum.* B.A. (1961) Saint Thomas College.

**Russell M. Lane,** *Director of Student Health Services.* A.B. (1950) Amherst College; M.D. (1955) University of Rochester.

**Ingeborg V. van Pelt,** *Physician.* M.D. (1957) University of Tübingen.

**Joseph M. Stanitis,** A.T., C., *Head Athletic Trainer.*

**Stephen R. Andrews,** A.T., C., *Athletic Trainer.* B.S. (1975), M.S. (1980) University of Massachusetts.

**Stanley M. Zieja,** A.T., C., *Athletic Trainer.* B.S. (1973) University of Massachusetts; M.A. (1976) United States International University at San Diego.

**Robert May,** *Psychotherapist and Director of Counseling Center.* B.A. (1962) Wesleyan University; M.A. (1965), Ph.D. (1969) Harvard University; A.M. (hon. 1981) Amherst College.

**Norma Johnson,** *Psychotherapist.* B.A. (1970) Trenton State College; Ph.D. (1977) Rutgers University.

**Sanford Bloomberg,** *Psychotherapist.* B.A. (1950) University of Vermont; M.A. (1951) Columbia University; M.D. (1957) University of Vermont.

**Frank E. Reilly,** *Psychotherapist.* B.A. (1960) College of the Holy Cross; M.A. (1961) University of Wisconsin; B.M.S. (1965) Dartmouth Medical School; M.D. (1968) Harvard Medical School.

**Rebecca J. Smith,** *Psychotherapist.* A.B. (1951) Morgan State University; M.S.W. (1970) Smith College School for Social Work.

## RELIGIOUS ADVISORS

The Right Rev. George L. Cadigan, B.A.
*Minister at the College*
The Rev. James H. Clark, M.DIV.
*Grace Episcopal Church*
The Rev. Chester D. Freeman, M.DIV.
*Chaplains' Staff, University of Massachusetts*
The Rev. Donna Schaper, M.DIV.
*First Congregational Church*
Rabbi Yechiael Lander, M.A.
*Smith College Chapel*
The Rev. J. Joseph Quigley, B.S.
*Newman Center, University of Massachusetts*

## GRADUATE FELLOWS

Mark C. Dirksen, B.M., *Graduate Fellow in Music.*
James L. Scheidegger, A.B., *Edward Hitchcock Fellow in Physical Education.*

David B. Wilson, A.B., *Mayo-Smith Intern in Admission.*

J. David Wykoff, A.B., *Assistant to the Secretary for Public Affairs and Graduate Fellow on the Ives Washburn Grant.*

## FIVE COLLEGES INCORPORATED

E. Jefferson Murphy, PH.D., *Five-College Coordinator.*

Jackie M. Pritzen, M.A., *Associate Coordinator of Academic Programs.*

Lorna M. Peterson, PH.D., *Staff Assistant for Planning and Development.*

Patricia Cahill, PH.D., *Assistant Coordinator for Information and Public Relations.*

Mary Catherine Bateson, PH.D., *Five-College Deputy.*

Lawrence E. Remillard, B.S., *Treasurer.*

# Enrollment

## CLASSIFICATION BY RESIDENCE

(FALL 1981)

### UNITED STATES

| | | | |
|---|---|---|---|
| New York | 362 | North Carolina | 6 |
| Massachusetts | 310 | Alabama | 4 |
| Connecticut | 156 | Oregon | 4 |
| New Jersey | 85 | Alaska | 3 |
| Pennsylvania | 71 | Indiana | 3 |
| California | 60 | Iowa | 3 |
| Illinois | 54 | New Mexico | 3 |
| Maryland | 48 | Arizona | 2 |
| Ohio | 48 | Louisiana | 2 |
| New Hampshire | 30 | Nebraska | 2 |
| Michigan | 27 | South Carolina | 2 |
| Virginia | 27 | Tennessee | 2 |
| Vermont | 19 | Arkansas | 1 |
| Maine | 18 | Idaho | 1 |
| Missouri | 16 | Kansas | 1 |
| Wisconsin | 16 | Kentucky | 1 |
| Rhode Island | 15 | Mississippi | 1 |
| Texas | 15 | Montana | 1 |
| Florida | 14 | Utah | 1 |
| District of Columbia | 13 | Virgin Islands | 1 |
| Minnesota | 13 | West Virginia | 1 |
| Colorado | 12 | Nevada | 0 |
| Georgia | 12 | North Dakota | 0 |
| Washington | 12 | Oklahoma | 0 |
| Delaware | 11 | South Dakota | 0 |
| Puerto Rico | 10 | Wyoming | 0 |
| Hawaii | 6 | | 1,525 |

## NON-USA

| | | | |
|---|---|---|---|
| Japan | 11 | Greece | 1 |
| England | 8 | Iran | 1 |
| Canada | 6 | Ireland | 1 |
| France | 4 | Italy | 1 |
| Germany | 3 | Malaysia | 1 |
| Ghana | 3 | Panama | 1 |
| Hong Kong | 2 | Philippines | 1 |
| Korea | 2 | Singapore | 1 |
| China | 1 | Spain | 1 |
| Finland | 1 | Uruguay | 1 |
| | | Total | 51 |
| | | Grand Total | 1,576 |

## SUMMARY OF ENROLLMENT FALL 1981*

| | |
|---|---|
| Seniors, Class of 1982 | 365 |
| Juniors, Class of 1983 | 375 |
| Sophomores, Class of 1984 | 410 |
| Freshmen, Class of 1985 | 391 |
| Sub Total | 1,541 |

| | |
|---|---|
| Exchange Students | |
| Full Time | 15 |
| Part Time | 0 |
| Sub Total | 1,556 |
| Graduate Students | 0 |
| Special Students | |
| Full Time | 0 |
| Part Time | 20 |
| Total | 1,576 |

*Not included are the 52 Amherst students who are on leaves of absence away from Amherst as of the first semester, 1980-81.

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